



**Government of Tamilnadu**

# **ENGLISH**

## **III STANDARD**

**Untouchability  
Inhuman- Crime**

**Department of School Education**

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## தேசிய கீதம்

ஜன கண மன அதிநாயக ஜய ஹே  
பாரத பாக்ய விதாதா  
பஞ்சாப ஸிந்து குஜராத மராட்டா  
திராவிட உத்கல பங்கா  
விந்திய ஹிமாசல யமுனா கங்கா  
உச்சல ஜலதி தரங்கா  
தவ சுப நாமே ஜாகே  
தவ சுப ஆசிஸ மாகே  
காஹே தவ ஜய காதா  
ஜன கண மங்கள தாயக ஜய ஹே  
பாரத பாக்ய விதாதா  
ஜய ஹே ஜய ஹே ஜய ஹே  
ஜய ஜய ஜய ஜய ஹே!

— மகாகவி இரவீந்திரநாத தாகூர்.

## THE NATIONAL ANTHEM

Jana-gana-mana-adhinayaka jaya he  
Bharata-bhagya-vidhata.  
Punjaba-Sindhu-Gujarata-Maratha-  
Dravida-Utkala-Banga  
Vindhya-Himachala-Yamuna-Ganga  
Uchchhala-jaladhi-taranga  
Tava subha name jage,  
Tava Subha asisa mage,  
Gahe tava jaya-gatha.  
Jana-gana-mangala-dayaka jaya he  
Bharata-bhagya-vidhata  
Jaya he, jaya he, jaya he,  
Jaya jaya, jaya, jaya he.

- Rabindranath Tagore.

### SHORT VERSION

Jana-gana-mana-adhinayaka jaya he  
Bharata-bhagya-vidhata.  
Jaya he, jaya he, jaya he  
Jaya jaya, jaya, jaya he.

### AUTHENTIC ENGLISH TRANSLATION OF THE NATIONAL ANTHEM

Thou art the ruler of the minds of all people,  
Thou dispenser of India's destiny.  
Thy name rouses the hearts of the Punjab, Sind,  
Gujarat and Maratha, of Dravid, Orissa and Bengal.  
It echoes in the hills of the Vindhyas and Himalayas,  
mingles in the music of the Yamuna and Ganges  
and is chanted by the waves of the India Sea.  
They pray for Thy blessings and sing Thy praise  
The saving of all people waits in Thy hand,  
Thou dispenser of India's destiny.  
Victory, Victory, Victory to Thee.

## தமிழ்த்தாய் வாழ்த்து

நீராரூங் கடலுடுத்த நிலமடந்தைக் கெழிலொழுகும்  
சீராரும் வதனமெனத் திகழ்பரதக் கண்டமிதில்  
தெக்கணமும் அதிற்சிறந்த திராவிடநல் திருநாடும்  
தக்கசிறு பிறைநுதலும் தரித்தநறுந் திலகமுமே  
அத்திலக வாசனைபோல் அனைத்துலகும் இன்பமுற  
எத்திசையும் புகழ்மணக்க இருந்தபெருந் தமிழணங்கே!  
தமிழணங்கே!

உன் சீரிளமைத் திறம் வியந்து  
செயல்மறந்து வாழ்த்துதுமே! வாழ்த்துதுமே! வாழ்த்துதுமே!

— 'மனோன்மனையம்' பெ.சுந்தரனார்.

### INVOCATION TO GODDESS TAMIL

Bharat is like the face beautiful of Earth clad in wavy seas;

Deccan is her brow crescent-like on which the fragrant 'Tilak' is the blessed Dravidian land.

Like the fragrance of that 'Tilak' plunging the world in joy supreme reigns Goddess Tamil with renown spread far and wide.

Praise unto 'You, Goddess Tamil, whose majestic youthfulness, inspires awe and ecstasy.'

### THE NATIONAL INTEGRATION PLEDGE

"I solemnly pledge to work with dedication to preserve and strengthen the freedom and integrity of the nation."

"I further affirm that I shall never resort to violence and that all differences and disputes relating to religion, language, region or other political or economic grievances should be settled by peaceful and constitutional means."

### A STUDENT'S VOW BEFORE MOTHER INDIA

Name :

Class :

School :

I shall overcome the obstacles raised by caste and communal prejudices and work for the greatness of my Motherland putting to the fullest use the benefits that I derive through education.

Vande mataram!

Signature



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## A note to the teacher

*This book has been designed for the use of STD III students who use English for different purposes. It uses the communicative approach to facilitate the teaching and learning of English. We believe that all new experiences interact with what the learner already knows. So this book allows the students to think, enjoy and work by providing them activities to improve on their existing knowledge. The basic aim is to impart to the students the LSRW skills required for their immediate day to day activities and later on in their professional pursuits.*

*In order to achieve these aims, this book provides a potpourri of enjoyable material to read, followed by Activity Based Learning. Therefore the activities are flexible to be handled in varied situations. They have also been carefully designed keeping in mind the linguistic skills of students. Care has been taken to avoid testing of rote learning and to provide student - centered approach so that it would be more enjoyable and effective.*

*We are happy to introduce the Advance Organizers for all units. It is used as a help-line for teachers to develop upon. It will trigger the student's interest and rouse the student's curiosity to motivate him/her to read the text. Every unit is thematic with a touch on Personality Development, Love for Animals and Nature, Friendship, Pride of being an Indian, Sports and Moral values. A lesson in comic form is introduced based on the premise that children will develop and enjoy reading. Poetic appreciation of the poem should be borne in mind while making the students enjoy reading. Over all, the topics included for Prose and Poetry are interesting, informative and thought provoking.*

*It is expected that the lessons are divided into manageable units and a detailed study of each unit is done by an intelligent interplay of questions and answers. Reading comprehension, grammar, word power and writing activities should initially be discussed before being written.*

*It is mandatory that teachers give students adequate practice in grammar. The comprehension exercises help the students to comprehend the text and develop reading strategies. The learners are taught the use of language to give them confidence and develop fluency in language. Pair work gives learners a space to practise the language meaningfully.*

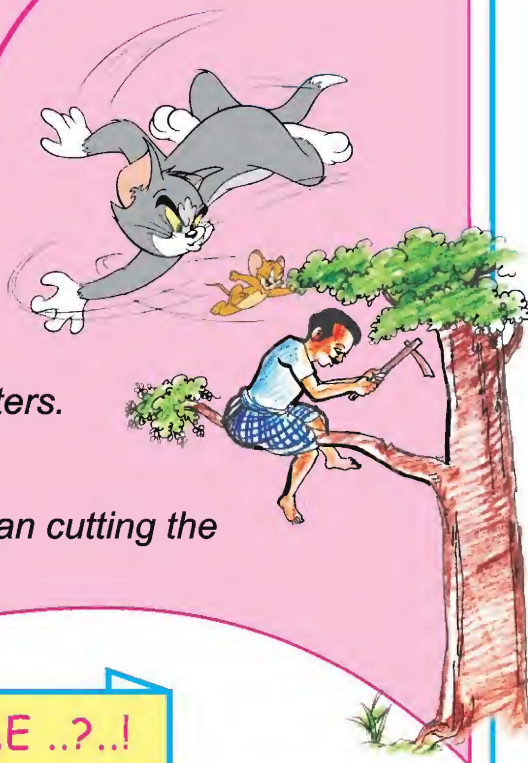
*This text book is a blend of stories, dialogues, games and creative competencies. A sample Picture Dictionary to enhance the use of dictionary is introduced at the end.*

*The unified syllabus focuses on quality and standard education to all. We have tried to balance the need of all sectors in this book.*

*We hope this book is enjoyed by the students and learnt easily.*

## Unit 1 - Prose

### Advance Organizer



- Identify and discuss the above characters.
- Think for a minute. Are you like the man cutting the tree?

### THE NEXT TIME ..?..!

Let us read and enjoy this story to know the right way of doing things.

Once upon a time, there was a boy named Danny. His mother made her living by spinning. Danny had still not learnt to work. He was very lazy and so his mother was sad. The villagers made fun of him. So he decided to start working.

The next day, Danny worked in a neighbouring shop for a **penny**. However, as he was coming back home, he lost it while crossing over a stream. "My dear son!" said his mother, "You should have put it in your pocket."

*penny* - a coin of least value in Britain

"I'll do so the next time," replied Danny.

Well, the next day, Danny went out again to work with a shepherd. He got a bowl of milk for his day's work. On returning, he took the bowl of milk and was reminded of his mother's advice. He carefully placed the bowl into his pocket. But he spilled it all, even before he could reach home.







“Dear me!” said the mother, “You should have carried it on your head.”

“I’ll do so the next time,” said Danny.

So the following day, Danny went to a farmer for work. The farmer agreed to give him a kilogram of cheese for his service. In the evening, Danny took the cheese. He went home with it on his head. By the time he got home, part of it was lost, and part of it got **matted** with his hair.

*matted* - knotted

“You foolish boy!” said his mother, “You should have carried it very carefully in your hands.”

“I’ll do so the next time,” told Danny.

The next day, Danny went out to work with a baker, who could give him nothing but a cat. He was reminded of his mother’s advice and began carrying it carefully in his hands. In a short while, the cat scratched him so much that he was **compelled** to let him go.



*compelled* - forced

When he got home, his mother said to him, “You’re a silly boy! You should have tied it with a string, and **dragged** it along with you.”

“I’ll do so the next time,” admitted Danny.

*drag* - pull

On the following day, Danny worked with a **butcher**. The butcher paid him a shoulder of mutton. He took the mutton and tied it to a string. He dragged it along with him in the dirt. By the time he had got home, the meat was completely spoilt. His mother was quite upset, angry and shouted, “You blockhead! You should have carried it on your shoulder.”



*butcher* - one who kills animals and sells meat

**"I'll do so the next time,"** answered Danny.

Well, on Monday, Danny went once more. Now, it was the washer man, who gave him a donkey to add to his trouble. Though Danny was strong, he found it difficult to carry him on his shoulders.

What happened next? Guess! Will Danny ever learn how to behave? Will his mother be happy ever after? What will you do? Teach Danny the right way of doing things.



### LET US FIND OUT :

#### I. Answer the following questions in a sentence:-

1. Why was Danny's mother sad?
2. What did Danny do with the bowl of milk?
3. What was the reply given by Danny to his mother's advice?
4. Have you ever done a foolish act like Danny?
5. Have you ever corrected any foolish act of your brother, sister or friend?

#### II. Complete the sentences, using the words given in the box:-

**penny, cheese, drag, shepherd**

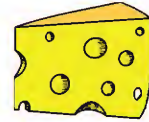
1. Mithwin likes \_\_\_\_\_.
2. He works for a \_\_\_\_\_.
3. He bought seeds for a \_\_\_\_\_.
4. He \_\_\_\_\_ his toy wherever he goes.



III. The wages received by Danny are hidden in this word search.  
See the pictures given as clue.



|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| P | E | N | N | Y | B | R | O | N | K | A | J | P | M | O |
| C | P | M | K | E | I | M | P | K | I | N | O | P | U | B |
| A | D | V | T | K | R | S | T | U | V | W | X | Y | T | S |
| B | C | S | A | N | W | R | T | M | S | T | I | C | T | L |
| B | U | O | C | O | C | H | E | E | S | E | W | E | O | V |
| A | C | N | K | D | B | E | E | T | K | L | I | M | N | N |
| G | U | I | M | H | R | P | M | O | O | R | S | A | L | M |



LET US LISTEN AND DO:

1. Form a circle. Sing along with your teacher and enjoy this action song:



Put your right hand in, Put your right hand out  
Put your right hand in, and shake it all about  
Do the Boogie Woogie, turn yourself around  
And that's what it's all about!



[Do it with your left hand, right leg, right hand and your whole self]

2. The children listen to the teacher and respond accordingly.

Let us play a game:



**Select a leader.** Let the leader give simple instructions like,

**Granny says...** 'Take the duster and clean the board.'

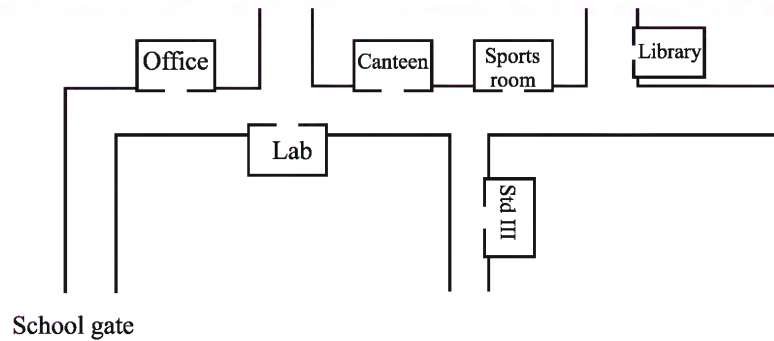
The children do the action.

The leader says, '**Stand up and read the text.**'

Children don't do any action. If any child does the action, he is out of the game. This means they should listen to **Granny says...** carefully and then do the action.



### 3. Here is a route map from your class to the school gate.



- Guide a new comer to your library.



**LET US SPEAK OUR THOUGHTS :** (*Work in pairs.*)

1. Being a good son/daughter is the best gift to give a parent. Discuss with your friends the way to make your parents feel proud.

For example, ask your friend:-

What will you do to make your mother happy?

Will you help your father in his work? How?



**LET US READ THE PICTURE:**

**I. Read the map and complete the sentences:-**



1. **Kashmir** is in the \_\_\_\_\_
2. **Assam** is in the \_\_\_\_\_
3. **Tamil Nadu** is in the \_\_\_\_\_
4. **Gujarat** is in the \_\_\_\_\_
5. The **Arabian sea** is in the \_\_\_\_\_
6. The **Indian ocean** is in the \_\_\_\_\_
7. The **Bay of Bengal** is in the \_\_\_\_\_

## FUNCTIONAL GRAMMAR

1. Read the word cards and write it in the proper box.

| <b>Animal</b> | <b>Place</b> | <b>Person</b> | <b>Thing</b> |
|---------------|--------------|---------------|--------------|
| _____         | _____        | _____         | _____        |
| _____         | _____        | _____         | _____        |

Milk   Delhi   Lamb   King   Dolly   Boat   Chennai   Rat

These words are called **Naming words**. [NOUNS]

2. Fill in the right words.

e.g.



baby



Three babies



plate



\_\_\_\_\_



leaf



\_\_\_\_\_



knife



\_\_\_\_\_



Dress



\_\_\_\_\_



3. Decorate the cap with '-ies' and '-ves' words for loaf, fly, wolf, city, lily and thief.



4. In the following words there is a change in the vowels.



a. tooth



\_\_\_\_\_



b. mouse



\_\_\_\_\_



c. man

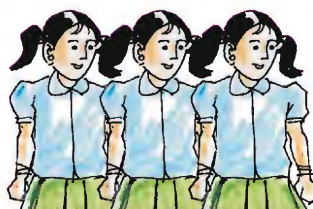


\_\_\_\_\_

5. There is a complete change in the following words.



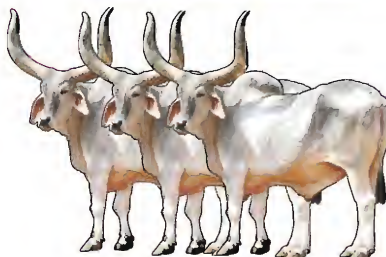
a. child



\_\_\_\_\_



b. ox



\_\_\_\_\_

**6. Some nouns don't change whether they are one or many.**

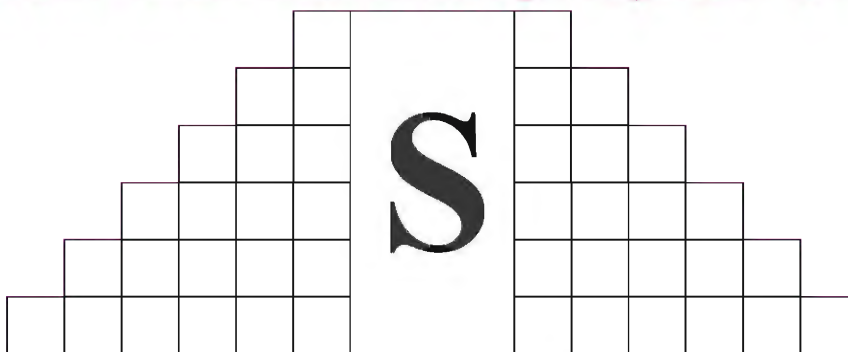


**7. Change the number for each of the following.**

- i) box, girl, heroes, churches, army, boys, balloon.
- ii) leaf, key, family, class, asses, shelf, chimney.
- iii) mosquito, book, wolves, lion, kite, brush, duties.

**FUN TIME: PUZZLE - S**

*Fill in the blanks with the help of the clues given. All words on the left end with "S" and those on the right begin with "S".*



**Clues Left**

- 1. She \_\_\_\_\_ a good girl.
- 2. I go to school by \_\_\_\_\_.
- 3. Ram \_\_\_\_\_ to school by walk.
- 4. I need a \_\_\_\_\_ of milk.
- 5. I will go to the animal \_\_\_\_\_.
- 6. We should not be **J**\_\_\_\_\_.

**Clues Right**

- 1. I am sick. \_\_\_\_\_ I won't go to school.
- 2. The \_\_\_\_\_ shines brightly.
- 3. We like to \_\_\_\_\_ in a pool.
- 4. Many \_\_\_\_\_ are there in the sky.
- 5. The \_\_\_\_\_ spins its web.
- 6. \_\_\_\_\_ **E** is golden.



## Unit 1 - Poem

### Advance Organizer

(Draw the time)

What time is it? What time is it? What time is it? What time is it?



Wake up time



Breakfast time



Play time



Bed time

**Two proverbs on Punctuality are hidden in the two sets of words. Find them. You are given two minutes to go! (Work in pairs)**

Early to bed, healthy, and, early to rise, wealthy, is the way to be, and wise.

Astitch, in, nine, time, saves.

### THE DAY EVERYTHING WENT WRONG

On that day everything went wrong,  
I fell on the ground with a "BONG!"  
I hurt my elbows and my knees  
And misplaced my cupboard keys.

I dreamt of a horrible ghost,  
At breakfast I burnt my toast.  
I couldn't find my tie, I couldn't find my shirt  
And when I did find it, it was covered in dirt!

When I got to school, it was then I realised  
I had forgotten to do the work assigned!  
In vain, I asked to be excused,  
Obviously, I was refused!



Sowmya

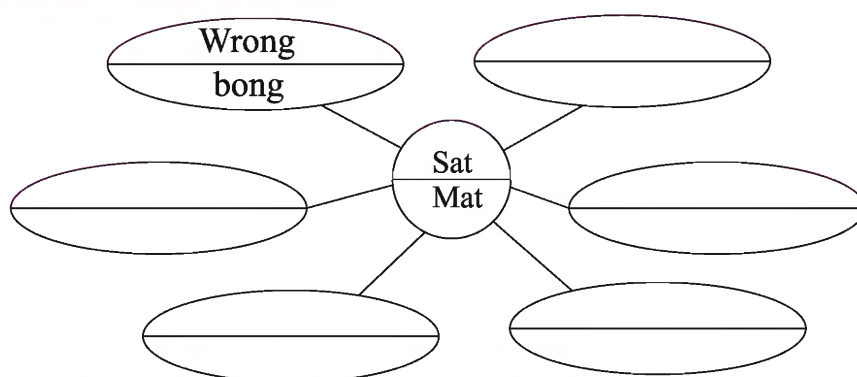


## LET US DISCUSS:

### I. Answer the following questions:-

1. What happened to the girl when she fell down?
2. What did the girl prepare for her breakfast?
3. Did the girl complete her homework?

### II. Words like *mat* and *sat* rhyme. Pick out the rhyming words from the poem and write.



### III. Circle the odd sounding word in the group.

eg: **excused** - misused touched diffused

|              |   |      |       |      |
|--------------|---|------|-------|------|
| <b>shirt</b> | - | shot | skirt | hurt |
| <b>toast</b> | - | most | lost  | post |
| <b>knees</b> | - | fees | peas  | size |
| <b>wrong</b> | - | song | monk  | long |

### RHYME TIME:

Your teacher will sing the rhyme, for want of a.....

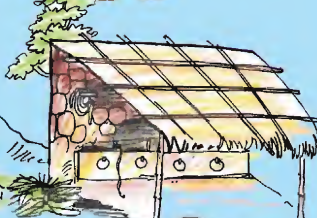
For want of a nail, the shoe was lost.  
 For want of a shoe, the horse was lost.  
 For want of a horse, the rider was lost.  
 For want of a rider, the battle was lost.  
 For want of a battle, the kingdom was lost.  
 And all, for the want of a horseshoe nail.

*Divide the class into two. The first group says, For want of a nail...., the second group completes it. The last line is said by the entire class.*





## Advance Organizer



- ❑ Help the animals find their homes.
- ❑ Do you think the fish in the aquarium are happy?  
Are the caged pets happy?
- ❑ Have you ever thought of their feelings?



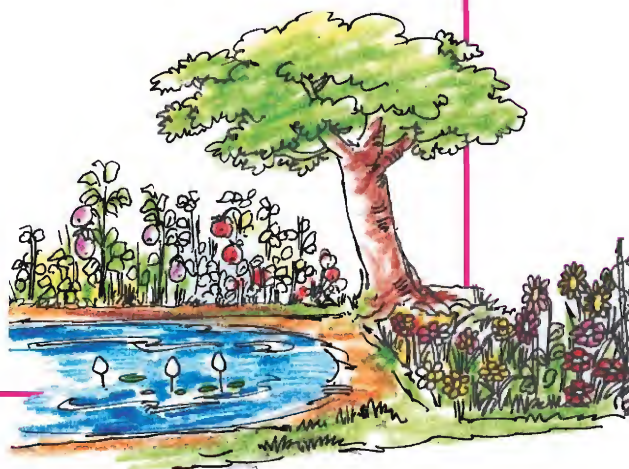
## BENO AND THE BUTTERFLY



*Let us read to see the feelings of Beno, his mother and the butterfly in the hands of Beno.*

Beno had a beautiful garden in front of his house. There were red and pink roses, marigolds, shoe flowers, bright yellow sunflowers, jasmines and lilies. In the middle of the garden was a pond, where white lilies grew. Mom had her kitchen garden in one corner where she grew brinjals, ladies fingers, lime, chillies and greens. There was a **huge** bougainvillea with bright pink flowers. He spent his evening watering the plants. During weekends, Beno and his mother would loosen the soil, pull out the weeds, **sprinkle** manure and keep the garden clean. Beno was proud of his garden.

*huge* - big.  
*sprinkle* - spray





*spotted* - dotted

*alas* - unfortunately

*crept* - move slowly

*splash* - dash

*grabbed* - took away by force

One evening, Beno saw a beautiful butterfly with yellow wings **spotted** with violet dots. It was flying from one flower to another. He liked it and wanted to catch it. He ran towards the pink rose flower where the butterfly was. **Alas**, the butterfly flew away, and sat on the shoe flower. Beno was careful this time. He slowly **crept** towards the butterfly but he could not catch

it. Then, Beno saw it on a white lily flower in the middle of the pond. He went **splash** into the water but off flew the butterfly and sat on the bougainvillea flower. "I will not let you go," thought Beno. Without making any noise, he walked very slowly.

Before the butterfly could fly away, he **grabbed** it. He was very happy. He ran into the house to show his mother.



"Ma, look what I have caught today. What a beautiful butterfly! Don't you think he looks lovely with his yellow wings and violet dots?" said Beno. The mother was shocked to see the butterfly in her son's hands.



The insect was **fluttering** and trying to get free.

*flutter* - flap

"What are you going to do with it?" mother asked. "I am going to put it in a bottle. It is going to be my pet." Beno's mother was even more shocked to hear this but she decided to give him some time.

Beno ran to his room, put the butterfly in an ink bottle and closed it. Mother came in. "Ma, isn't it looking beautiful? What shall I name it?" he asked **excitedly**. "Yes it looks beautiful but I think it looks very sad. Perhaps it doesn't like to be inside a bottle."

*excited* - eager





“But why so?” asked Beno. “I will take good care of it.” Mother looked at her innocent son and said, “Beno, how would you feel if I kept you locked inside a room for one whole day? Won't you be sad? Won't you get angry with me? It's the same way with the butterfly. Its place is not here inside this bottle. His place is outside in the garden. He is **created** to fly and be free. In fact he will help you get fruits from flowers.”

*created* - formed, produced

Beno began to understand. He felt **ashamed** of his act. He opened the bottle and let out the butterfly. It first sat for a second or so on his mother's shoulders as if to thank her and then flew away into the garden.

*ashamed* - feeling guilty



“Look! How happy he is now. Beno, we should allow the insects, birds and animals to be free. **Caging** them will make them unhappy. They have every right to be free as we are,” said his mother.

*caging* - locking up



“Sorry ma, I will not do this again,” said Beno.

His mother was happy and she kissed him. Beno was also happy and so was the butterfly!

### DO YOU KNOW?



A **SHRUB** is a medium sized bushy plant.



A **CLIMBER** is a climbing plant which needs support.



A **HERB** is a small plant with medicinal values.

A **TREE** is a big plant with woody stem.



**Beno had all these in his garden.**





## LET US FIND OUT:

### I. Answer the following questions:-

1. Name the four places the butterfly rested on?
2. What did Beno do to the butterfly?
3. What was the mother's reaction when she saw the butterfly?
4. Why did Beno let the butterfly go?
5. What lesson do you learn from the story?

### II. Complete the questions for the following sentences:

1. Beno had a beautiful garden.  
..... had a beautiful garden?
2. One evening he saw a butterfly.  
..... did he ..... a butterfly?
3. It looked beautiful.  
..... did ..... look?
4. He wanted to catch it.  
..... did he want to .....?
5. The butterfly sat on the lily plant.  
..... did the butterfly .....?

### III. Arrange the letters and find out the flowers in Beno's garden.

1. U N L O R E S F W  
[ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]
2. R O D L M A G I  
[ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]
3. S R O E  
[ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]
4. H E O F L W R S E O  
[ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]
5. M E J S A N I  
[ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]





## LET US LISTEN AND ENJOY:

(Teacher sings to the tune of **Skip, skip, skip to my Lou...**)



I'm a **caterpillar**, wiggle with me, (3)  
What will I be, my darling? **(Chorus)**

A **chrysalis**, now sleep like me...



A **butterfly**, come fly with me...  
Come fly with me my darling.

Now all together, let's do all three...

**A caterpillar, a chrysalis, a butterfly -- three.**

**Move your body** like this with me...

The life of a butterfly, darling.

**(Chorus)** Fly, Fly, Butterfly (3)  
Fly up in the sky so high.



## LET US SPEAK:

a. Imagine you are a bird or an animal in a cage. What will you say to someone who has come to look at you?

b. Beno says, "Sorry ma, I will not do it again". Give a few examples of how you should say sorry.

- i. To the teacher .....
- ii. To your friend .....
- iii. To your father .....

**"Thank you" wins friends and "I am sorry" keeps them.**



## LET US READ:

### I. Read the following passage and answer the questions.

Today, Chiku woke up at six in the morning. She said her prayers. She had an English test and so she studied for it. She took her bath and dressed up beautifully. Taking her bag, she went to school with her mother.



1. **When** did Chiku wake?

2. **What** did she do before studying for the English test?

3. **How** did she dress up?

4. **Where** did she go?

5. **Who** went with her to school?



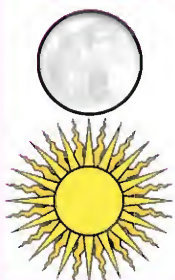
### II. By adding just one letter we can make a new word.

#### THE MAGIC 'E'!

|      |     |     |     |     |     |
|------|-----|-----|-----|-----|-----|
| MAT  | HAT | BIT | NOT | HOP | TUB |
| E    |     |     |     |     |     |
| MATE |     |     |     |     |     |

## FUNCTIONAL GRAMMAR

### I. Words used to describe a noun are called Describing words. Observe how the words in bold are used.



In the light of the **bright** moon, a **little** egg lay on a **green** leaf. On Sunday morning, the **warm** sun rose. Out of the egg came a **tiny** and **hungry** caterpillar. He started to look for **some** food.







On Monday morning, he ate one **juicy, red** apple but was still hungry. On Tuesday, he ate **two** pieces of **big green** pears but was still hungry. On Wednesday, he ate **three ripe** plums, but was all the more hungry. On Thursday, he ate through **four red** strawberries but was still very, very hungry. On Friday, he ate **five, big, round** oranges but he was never satisfied. On Saturday, he ate **one large** chocolate bar, a **tasty** ice-cream cone and a slice of **creamy** cake. That night, he had stomach ache. The next day was Sunday. He was not hungry anymore and became a **fat** caterpillar. He built a **small** house and called it a cocoon. He slept inside for more than **two** weeks. Then he nibbled a hole in the cocoon, pushed his way out and came out as a **beautiful** butterfly.



Words which **describe** a person, place or thing are called **ADJECTIVES**.

I. Find out the adjectives used for the following and write it above the nouns.

caterpillar

apples

pear

cake

house

II. Write down suitable words describing each picture.

1. a \_\_\_\_\_ woman.

2. a \_\_\_\_\_ pencil.

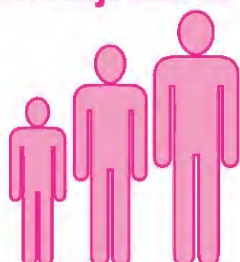
3. a \_\_\_\_\_ boy.

4. a \_\_\_\_\_ peacock.

5. a \_\_\_\_\_ board.



III. Adjectives can show comparison: (Observe the following.)



Tall

Taller

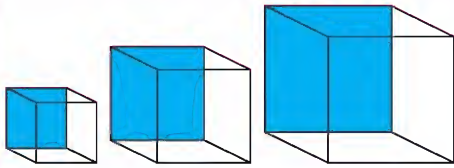
Tallest

Fill in the words of comparison

Fat

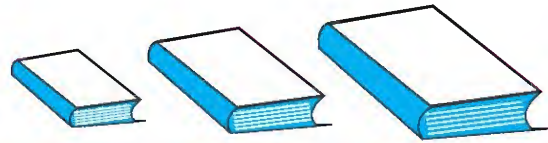
\_\_\_\_\_





Big \_\_\_\_\_

Thick \_\_\_\_\_



When we compare only two objects we add 'er' to the adjective.  
When we compare more than two objects we add 'est' to the adjective.

### 1. Write down the names of :-

★ Two fruits cheaper than an



\_\_\_\_\_, \_\_\_\_\_.

★ Two birds bigger than the



\_\_\_\_\_, \_\_\_\_\_.

★ Two animals stronger than the



\_\_\_\_\_, \_\_\_\_\_.

### 2. Fill in the blanks

★ \_\_\_\_\_ is the cheapest fruit.

★ \_\_\_\_\_ is the biggest bird.

### V. Add 'er' or 'est':-

1.  are sweet.  are \_\_\_\_\_.

\_\_\_\_\_ is the \_\_\_\_\_.

2. A  runs \_\_\_\_\_. A  runs faster than a zebra. A  runs the \_\_\_\_\_.

3.  is \_\_\_\_\_. The  is \_\_\_\_\_. The  is the brightest.





- *Form groups of five to play, 'Colour, Colour, what colour do you choose?'*
- *List the colours of a rainbow.*

## COLOUR BUTTERFLIES

The first to come to the garden bed  
Is a lovely butterfly of **brilliant red**.



Then in comes another and that makes two,  
Fly right in, my friend of **blue**.



"The garden is fine, the best I've seen,"  
Says the butterfly of springtime **green**.



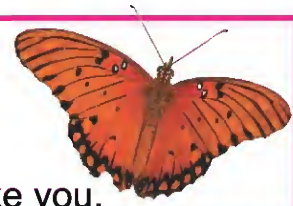
Our garden needs a sunshiny fellow,  
Fly in, butterfly with wings of **yellow**.



*brilliant -  
very bright.*



Little friend of **purple**, fly in too,  
This garden is waiting for a colour like you.



**Orange, orange**, you've waited so long,  
Fly right in where you belong.

spring time - season  
when plants grow

Butterflies, butterflies, you're such a sight,  
Flying together - a **springtime** delight!

Susan.M.Paprocki



### LET US DISCUSS:

#### I. Answer the following questions:-

1. Which insect is the poet talking about?
2. How many butterflies come into the garden?
3. Which season is mentioned in the poem?
4. What does the green butterfly say?

#### II. Pick out the missing rhyming words and write in the cup or saucer:-



### RHYME TIME

#### Enjoy and read the rhyme given below:-

Caterpillar, warm and furry  
You are always in a hurry  
Munching, munching, munching leaves  
Eating anytime you please.





### Advance Organizer

- To which picture would you associate yourself?



**Guess the name of the tree from the clues given.**

- ⇒ It is the tree of life.
- ⇒ It is the tree that can give shade to 10,000 people at a time.
- ⇒ In a village, people assemble under this tree to take important decisions.

### WHO SAVED THE TREE?

**Let us see in this story where Deepak and Arun go to play.**

Deepak and Arun were two boys who lived near a forest. During holidays, they went to the forest and played under a banyan tree. Many children in that village found the place around this Banyan tree to be their perfect playground. They played *Seven Stones* around it. Sometimes, they even climbed the tree. They enjoyed their holidays sitting on its broad branches and swinging to and fro holding its hanging roots.



The *Tree of Life* was also the home of many birds and insects. Deepak and Arun enjoyed watching the birds build their nests. The tree had a lot of tiny little fruits in all its branches and they were fond of the tree.



One Sunday morning, Deepak and Arun saw two **strangers**. They were drinking tea at Ramu's tea-stall. They

*strangers* - unknown persons  
*axe* - a tool used for cutting wood

had two iron **axes** with them.



“How far is the forest from here?” one of the men asked Ramu. “Can you tell us the way to the forest?” asked the second.

Deepak and Arun looked at each other. “What will these men do with the axes? We must follow them and find out,” Deepak said to Arun. Soon they heard a noise chuck... chuck.... thuk...thuk. They were **shocked** to see the strangers **chopping** trees in the forest.

*shock* - a feeling of surprise or distress  
*chopping* - cutting  
*upset* - unhappy, worried

“Stop that,” Deepak shouted. “Why are you cutting these trees?”

“Get out from here,” shouted one of the men. Deepak and Arun wanted to do something before the men could cut down the trees. “Let's go and ask for help,” said Arun. They were terribly **upset**.



The children were shouting and running along the

*rush* - move or act quickly  
*favourite* - loved

streets, “Save our trees.” All the doors opened towards the forest. All the people **rushed** – men, women and children. There was only one sound - thumping of the footsteps. But what did they see there in the forest?

Hundreds of birds were flying all around their **favourite** Banyan tree. Several monkeys, deer, squirrels, parrots and owls were barking, screeching, screaming, and chirping . It looked like a battlefield. It was so sudden.

The villagers had never seen such a thing before. The strangers had never dreamt of it. They were scared, left their axes behind and ran towards the town for their lives. They will never come back. The villagers **appreciated** Deepak and Arun and were greatly thankful to one another. **Who do you think saved the Banyan tree?**

*appreciated* - put a high value on



### LET US DISCUSS:

(Every student says one reason.)

⇒ **Why should we not cut down trees?**



### LET US FIND OUT:

#### I. Answer in a word or two:-

1. Where did the boys find the two strangers?
2. What were the strangers doing in the forest?
3. Who saved the tree?

#### II. Answer the following questions in a sentence:-

1. Where did Arun and Deepak usually play?
2. Why were the two boys shocked?

#### III. Form new words using the clues given by the side: -

|   |   |   |   |   |   |   |   |  |                             |
|---|---|---|---|---|---|---|---|--|-----------------------------|
| m | o | — |   |   |   |   |   |  | (a crowd)                   |
| m | o | — | — |   |   |   |   |  | (Night insect)              |
| m | o | — | — | — |   |   |   |  | (30 days)                   |
| m | o | — | — | — | — |   |   |  | (She loves you best of all) |
| m | o | — | — | — | — | — |   |  | (Breakfast time)            |
| m | o | — | — | — | — | — | — |  | (Himalayas)                 |

#### IV. Fill in the blanks with -ea, -ae, -ee.

- 1) dr\_\_ m
- 2) br\_\_ k
- 3) tr\_\_
- 4) br\_\_ the
- 5) \_\_ roplane
- 6) j\_\_ p
- 7) t\_\_ k
- 8) l\_\_ f
- 9) \_\_ rial
- 10) r\_\_ ch



**V. Write “S” if the words have similar meaning and “O” if they have the opposite meaning:-**

- |                   |          |                 |          |
|-------------------|----------|-----------------|----------|
| 1. hot - cold     | <u>o</u> | 5. noisy - loud | <u>s</u> |
| 2. start - stop   | <u>—</u> | 6. dry - wet    | <u>—</u> |
| 3. smart - clever | <u>—</u> | 7. fast - slow  | <u>—</u> |
| 4. open - close   | <u>—</u> | 8. large - huge | <u>—</u> |

**VI. a. Learn the months of the year by singing to the tune of, “Ten Little Indians.”**

January, February, March and April  
May, June, July and August  
September, October, November,  
December

These are the months of the year.

**(Students ask various questions to one another such as the spelling of the months, which month comes after... before....the third month is... the month you were born in..... and so on.)**

|  |   |   |
|--|---|---|
| <b>JANUARY</b><br>MO 31 3 10 17 24<br>TU 4 11 18 25<br>WE 5 12 19 28<br>TH 6 13 20 27<br>FR 7 14 21 28<br>SA 1 8 15 22 29<br>SU 2 9 16 23 30 | <b>FEBRUARY</b><br>MO 7 14 21 28<br>TU 1 8 15 22<br>WE 2 9 16 23<br>TH 3 10 17 24<br>FR 4 11 18 25<br>SA 5 12 19 26<br>SU 6 13 20 27        | <b>MARCH</b><br>MO 7 14 21 28<br>TU 1 8 15 22 29<br>WE 2 9 16 23 30<br>TH 3 10 17 24 31<br>FR 4 11 18 25<br>SA 5 12 19 26<br>SU 6 13 20 27    |
| <b>APRIL</b><br>MO 4 11 18 25<br>TU 5 12 19 26<br>WE 6 13 20 27<br>TH 7 14 21 28<br>FR 1 8 15 22 29<br>SA 2 9 16 23 30<br>SU 3 10 17 24      | <b>MAY</b><br>MO 30 2 9 16 23<br>TU 31 3 10 17 24<br>WE 4 11 18 25<br>TH 5 12 19 26<br>FR 6 13 20 27<br>SA 7 14 21 28<br>SU 1 8 15 22 29    | <b>JUNE</b><br>MO 6 13 20 27<br>TU 7 14 21 28<br>WE 1 8 15 22 29<br>TH 2 9 16 23 30<br>FR 3 10 17 24<br>SA 4 11 18 25<br>SU 5 12 19 26        |
| <b>JULY</b><br>MO 4 11 18 25<br>TU 5 12 19 26<br>WE 6 13 20 27<br>TH 7 14 21 28<br>FR 1 8 15 22 29<br>SA 2 9 16 23 30<br>SU 3 10 17 24 31    | <b>AUGUST</b><br>MO 1 8 15 22 29<br>TU 2 9 16 23 30<br>WE 3 10 17 24 31<br>TH 4 11 18 25<br>FR 5 12 19 26<br>SA 6 13 20 27<br>SU 7 14 21 28 | <b>SEPTEMBER</b><br>MO 5 12 19 26<br>TU 6 13 20 27<br>WE 7 14 21 28<br>TH 1 8 15 22 29<br>FR 2 9 16 23 30<br>SA 3 10 17 24<br>SU 4 11 18 25   |
| <b>OCTOBER</b><br>MO 31 3 10 17 24<br>TU 4 11 18 25<br>WE 5 12 19 26<br>TH 6 13 20 27<br>FR 7 14 21 28<br>SA 1 8 15 22 29<br>SU 2 9 16 23 30 | <b>NOVEMBER</b><br>MO 7 14 21 28<br>TU 1 8 15 22 29<br>WE 2 9 16 23 30<br>TH 3 10 17 24<br>FR 4 11 18 25<br>SA 5 12 19 26<br>SU 6 13 20 27  | <b>DECEMBER</b><br>MO 5 12 19 26<br>TU 6 13 20 27<br>WE 7 14 21 28<br>TH 1 8 15 22 29<br>FR 2 9 16 23 30<br>SA 3 10 17 24 31<br>SU 4 11 18 25 |

**b. Read the calendar for the month of August 2011 and fill in the blanks:-**

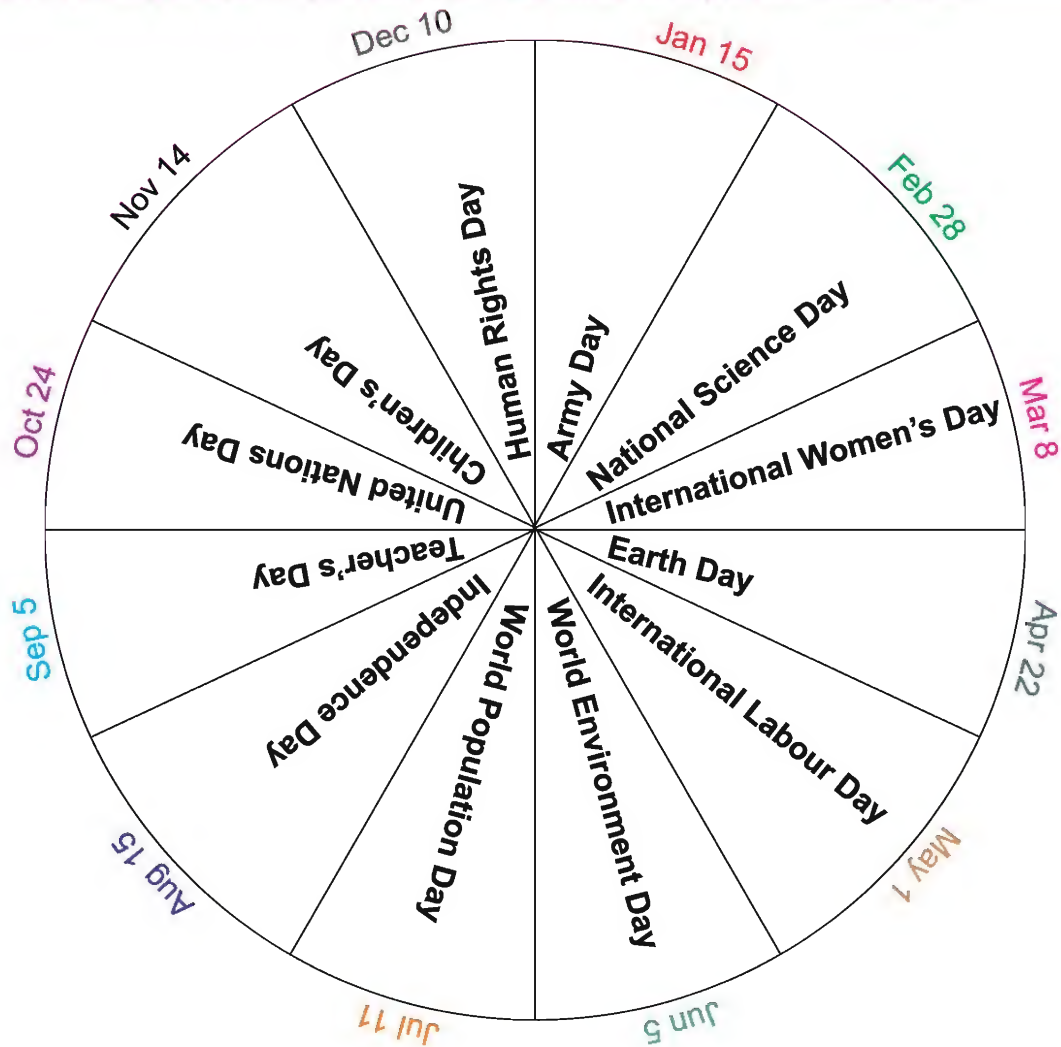
There are \_\_\_\_\_ days in a week.  
There are \_\_\_\_\_ days in the month of August.  
There are \_\_\_\_\_ Sundays in the month of August.  
The first day in the month of August 2011 is \_\_\_\_\_.  
The last day in the month of August 2011 is \_\_\_\_\_.  
The fifteenth day of August is \_\_\_\_\_.

**c. What is special about a Leap year?**

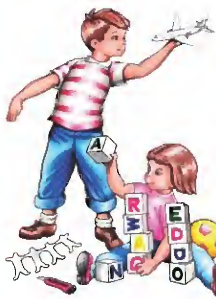
NOTE: A Leap Year comes once in every four years. The next leap year is 2012. Can you tell the next two? 1. .... 2. ....



d. Some days are important for us due to special reasons.



Colour each month of the year given above with different colours.



### LET US PLAY:

Make a Wheel of Fortune. Two students can play at a time. One player rotates the wheel.

When the wheel stops, the second player says the month and the important day to gain one point. The second player now rotates the wheel and the game continues.





LET US LISTEN AND LEARN:

### JACK AND THE BEAN STALK

*In a far off country lived a poor old woman with her son, Jack. One day the old woman sold her cow and bought some bean seeds with it. She sowed the bean seeds in her garden. The next morning, to her great surprise, she saw a tall bean plant growing upward. The tip of the plant was so high that it hid behind the clouds.*



*Jack climbed the bean plant to see what was on the top. He climbed and climbed and to his wonder he saw a big palace where a giant lived. Jack walked into the palace and saw many magical things. He saw a hen that laid golden eggs. Jack took the hen and climbed down the bean stalk. The giant chased Jack down the bean stalk. Jack quickly cut the bean stalk. So, the Giant fell down with a crash and died.*

*Jack and his mother were never poor again because they had the magic hen which laid golden eggs every day*

**Recall the story for a minute. Now answer these questions in a sentence:**

- 1. What** did the old woman do with the cow?
- 2. What** surprised her the next day?
- 3. How** tall was the Bean Plant?
- 4. What** happened to the giant?
- 5. What** did the magic hen lay?



## LET US SPEAK OUR THOUGHTS:

*Speak about the event you enjoyed - give details on - what, when, where, who and how.*

***The teacher motivates and encourages the students to narrate their experiences.***



## LET US READ:



On 20<sup>th</sup> July, during the State Swimming championship held in Chennai, Rahul proved to be one of Tamilnadu's most promising swimmers. Rahul competed in 200 metres free style event. The race began at 11.30 a.m. In a time of two minutes and four seconds, Rahul swam his way to finish the race and broke a State record. His excellent performance there gives him free training at the National Sports Academy for future events.

### **I. Say 'yes' or 'no':-**

1. Rahul took part in the State Swimming Championship.
2. The State Swimming Championship was held on 20<sup>th</sup> June.
3. Rahul competed in 200 metres Butterfly stroke.
4. Rahul broke a State record in 200 metres free style event.
5. Rahul was given free training at the NSA for future events.



## FUNCTIONAL GRAMMAR

A word that shows an action is called a Verb.

### I. a. Underline the correct action word:-



walk / run



fight / sing



sit / stand



write / read



eat / cut

### b. Now try to fill in using doing words:-

1. The baby



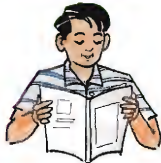
\_\_\_\_\_ milk.

2. Sarathy



\_\_\_\_\_ his teeth.

3. Anand



\_\_\_\_\_ a book.

4. Ragu



\_\_\_\_\_ to school.

5. Mala



\_\_\_\_\_ neatly.

A Present Tense shows action in the present time.

c. Look at the pictures below and write what each person is doing:-



**What is the mother doing?**

The mother is \_\_\_\_\_.  
She is \_\_\_\_\_ lunch.

The **PRESENT CONTINUOUS** is formed by adding the “-ing form”.



**What is the father doing?**

The father is \_\_\_\_\_ on the sofa.  
He is \_\_\_\_\_ a newspaper.



**What is Rohan doing?**

Rohan is \_\_\_\_\_ football.  
He is \_\_\_\_\_ the ball.

d. Naveen did a lot of things on Sunday. He listed them out to his friend. Use the pictures and words:-

e.g.



**go  
market**



**play  
cricket**



**prepare  
food**



**write  
home work**



**paint  
picture**

Now try to write meaningful sentences:-



2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

A PAST TENSE is used to express an action that happened in the past.

e. Plans for next week:-

*The mother plans the activities to be done by Kavya next week.*

e.g.

Mother : You must cut your hair Kavya.

Kavya : Ma, I will cut my hair on Monday.

Mother : You should go for Chess coaching.

Kavya : Ma, I \_\_\_\_\_ on \_\_\_\_\_

Mother : Kavya, can I ask your dance teacher to come on Thursday?

Kavya : No Ma, she \_\_\_\_\_ on Wednesday.

Mother : You must practice for the Speech competition, Kavya.

Kavya : Ma, I \_\_\_\_\_ on \_\_\_\_\_ and \_\_\_\_\_

Mother : Kavya, when will we visit your friend Nithya?

Kavya : \_\_\_\_\_ on Saturday.

Mother : You must polish your canvas shoes.

Kavya : Ma, I \_\_\_\_\_ on \_\_\_\_\_

A FUTURE TENSE indicates actions that will happen.

II. Pick and drop the sentences in the appropriate row:-

1. The dog barked at the strangers.
2. The blind man will always walk slowly.
3. The sun gives us light and heat.

|         |  |
|---------|--|
| PRESENT |  |
| PAST    |  |
| FUTURE  |  |



### LANGUAGE FUNCTION:

Read the following information and write a paragraph on this person shown in the picture.



**Name** : Ms. Kiran Bedi

**Born** : 1949

**Family** : Four Sisters

**Education** : Ph.D, IIT Delhi

**Career** : Joined IPS (First Woman)

**Awards** : Police Medal For Gallantry, Ramon Magsaysay Award

**Appointed** : United Nations Advisor

Now begin the passage like this:

Kiran Bedi was born\_\_\_\_\_

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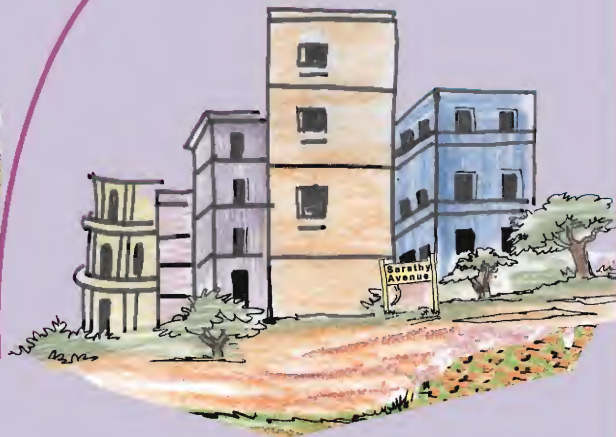
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- Make a scrap - book collecting pictures of various trees and write a biography of a tree.

## Unit 3 - Poem

### Advance Organizer



- Can you see any difference?
- Who is responsible for this change?

### FIVE TALL TEAK TREES

Five tall teak trees  
Reaching towards the sky  
“**Sizzle**” spoke the lightning  
Then there were four.



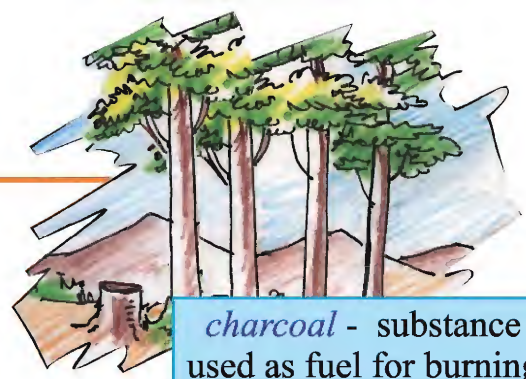
merchant – a person who  
buys and sells goods



sizzle – make a hissing sound

Four tall trees  
Branches, leaves and sticks  
“**Firewood**” smiled the merchant  
Then there were three.

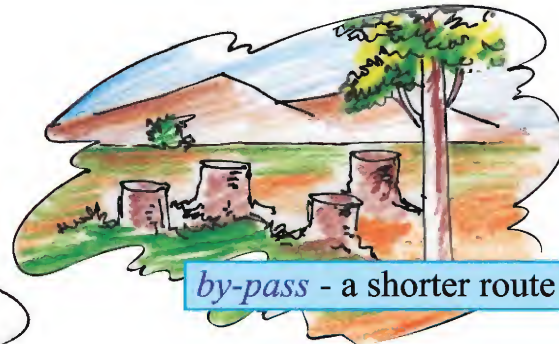
Three tall teak trees,  
Glad to be alive  
“**Charcoal**” breathed the furnace  
Then there were two.



*charcoal* - substance  
used as fuel for burning  
*furnace* - enclosed fire  
place for heating a room



Two tall teak trees  
Still strong and tall  
“**Bridges**” shouted the builders  
Then there was one.



*by-pass* - a shorter route



No tall teak trees  
Search the fields in vain,  
Only empty skylines  
And the cold, grey rain.  
(Anon)



## LET US DISCUSS:

### I. Answer these questions:-

1. What happened to the teak tree in the first stanza?
2. Mention three things for which the trees were cut?
3. What was missing after all the trees were cut?



## RHYME TIME:

Read and enjoy this poem on, 'Trees' by Sarah Coleridge.



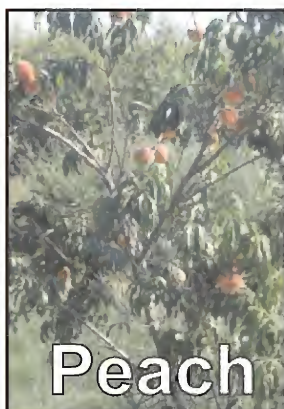
Oak



Aspen



Poplar



Peach

The Oak is called the king of trees,  
The Aspen quivers in the breeze,  
The Poplar grows up straight and tall,  
The Peach tree spreads along the wall,  
The Sycamore gives pleasant shade,  
The Willow droops in watery glade,  
The Fir tree useful in timber gives,  
The Beech amid the forest lives.



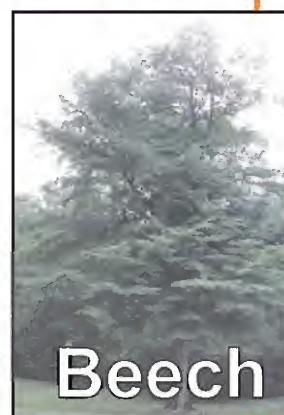
Sycamore



Willow



Fir



Beech

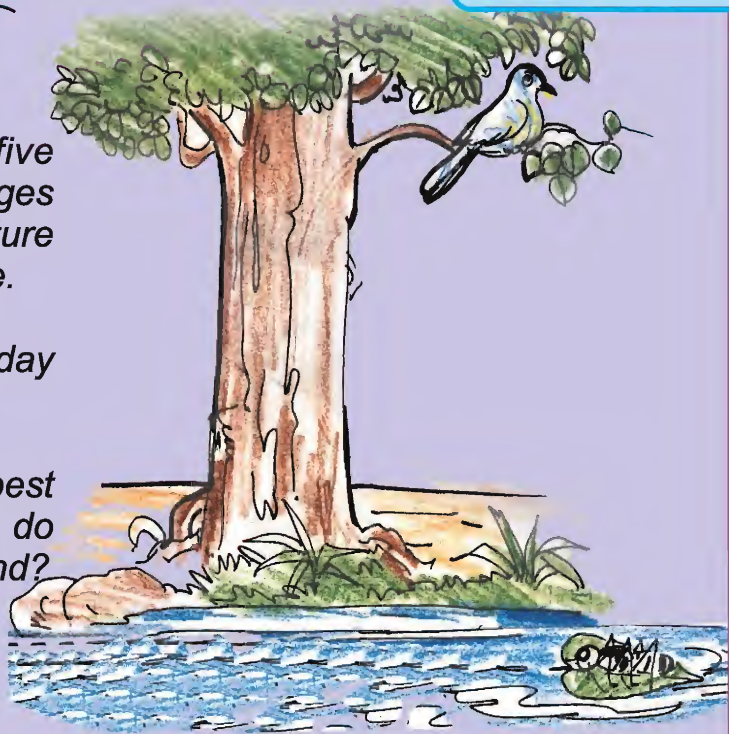
## FUN TIME:-

1. Q : Which letter of the alphabet is an insect? Ans : \_\_\_\_\_
2. Q : Which letter is a part of the head? Ans : \_\_\_\_\_
3. Q : Which letter is a drink? Ans : \_\_\_\_\_

Now it's your time! Frame such questions and make your friend answer it.

### Advance Organizer

- ⇒ The teacher calls five students and encourages them to read the picture and say it in a sequence.
- ⇒ Find out the friendship day of this year.
- ⇒ What would be the best thing you would like to do on that day for your friend?



### UNITY IS STRENGTH

*Let us see in this story that the strength of friends is unity.*

There was a lake in the middle of a beautiful forest. Near the lake there lived four friends. They were a deer, a crow, a mouse and a tortoise. They met every day near the lake. One day other than the deer, all the other friends met.

**Mouse :** Friends, we are waiting for a long time. The deer should have been here by now.

**Crow :** Yes, you are right. She may be in trouble. I will fly over the forest and look for her. (Soon he heard the deer's voice.)





**Deer:** Help! Help! Can someone hear me? I am **trapped**. I cannot free myself. Please..... help!  
(*The crow came down.*)



**Crow:** Don't be afraid. I'll tell our friends about you and we will save you from the hunter's net.

**Deer:** Please be quick or else the hunter will kill me for his food.

**Crow:** Oh, sure my friend! (*The crow quickly flew back to his friends and informed about the condition of the deer.*)

**Tortoise:** (*shocked*) Oh! No. Our friend mouse can cut the net with his sharp teeth.

nibbled -  
bite

**Crow:** That's a good idea. I will take him on my back.  
(*Soon the crow flew off to the place where the deer was trapped. The mouse quickly nibbled the net with his sharp teeth.*)



**Deer:** It's very kind of you my dear friends. Thanks for saving me from the hunter. (*By the time the tortoise also came there.*)

**Crow:** Friends, be careful. The hunter is coming. Hide wherever possible.

**Mouse:** I will hide myself in this hole.

**Deer:** Oh, My God! Not again. I am running deep into the heart of the forest.



**Crow:** Here, I go flying.

**torn** - cut into pieces

**Tortoise:** Ooff. . . Ooff. . .(panting) How much ever I try I cannot move faster like my friends. (The hunter reached the place where he had laid his net.)

**Hunter:** Oh, my net is completely torn into pieces. Where is the deer? How did he escape? Okay. Better a tortoise than nothing at all. (The hunter caught the tortoise. He put it in his sack and carried it off. The deer, the crow and the mouse waited till the hunter had gone a little distance and then came out from their hiding place.)



**limping** - walk unevenly with wounded or broken leg

**Mouse:** Our poor tortoise has been caught. We must save our friend.



**Deer:** Ah! I have an idea. I will go limping in front of the hunter. When he sees me, he will drop the sack and run after me. I will take him far, far away. In the meantime, our mouse is here to help us anyway.

**merciless** - unkind, heartless

**Crow:** Be very careful. Don't let the hunter catch you again.

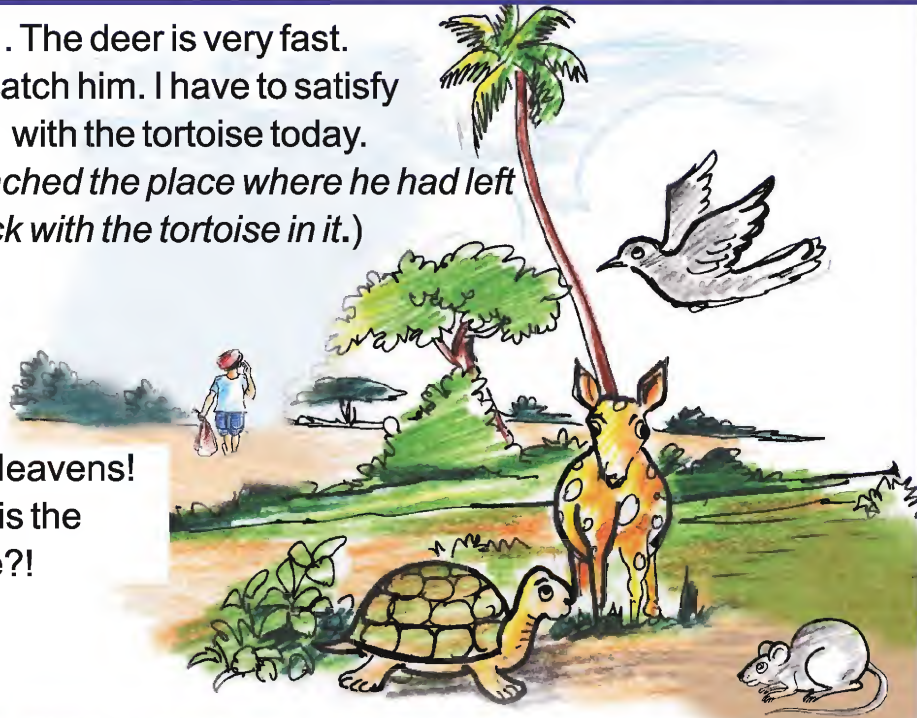
**Deer:** Don't worry. I will be very alert this time. (The deer went ahead of the hunter and started limping. On seeing it he dropped the tortoise sack and ran after the deer to catch him.)

**Deer:** *Come on, merciless man, come. This is quite a safe distance for my friends to escape. I will now enter deep into the heart of the forest.*

**heart of the forest** - centre of the forest

**Hunter:** Oops. . . The deer is very fast.  
I can't catch him. I have to satisfy  
myself with the tortoise today.  
(He reached the place where he had left  
the sack with the tortoise in it.)

**Hunter:** Good Heavens!  
Where is the  
tortoise?!



## LET US MAP THE STORY:

### I. Form small groups. Complete the story map.

**Main characters:**

**Setting:** Forest

**Problem I:** Saving the deer.

**Event 1:**

**Event 2:**

**Event 3:**

**Solution:**

**Problem II:** Saving the .....

**Event 1:**

**Event 2:**

**Event 3:**

**Solution:**

### II. Double an alphabet and fill in the blanks:

1. D \_\_ R

2. L \_\_ KED

3. F \_\_ D

4. FO \_\_ OW

5. TRA \_\_ ED

6. NI \_\_ LED

### III. Find the hidden animals:

e.g. beard - bear

1. PLANT

2. COWARD

3. CROWDED

4. CATCH

5. RATION

6. BATCH

### IV. Do magic by changing one animal into the other: Change one letter at a time.

e.g.



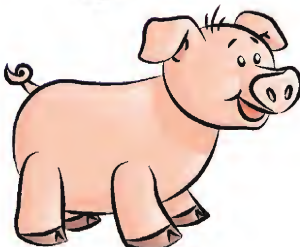
DOG → DOT → COT → CAT



COW → \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_ → PUP



BEAR → \_\_\_\_\_ → DEER



PIG → \_\_\_\_\_ → \_\_\_\_\_ HEN



GOAT → \_\_\_\_\_ → \_\_\_\_\_ BEAR





**V. WORD LADDER:** Identify the wild animals from the clues given below to climb down.

1. I have beautiful eyes and horns.  
2. I live in burrows.

3. I carry my house on my back.  
4. I have one trunk and two tusks.

5. I have a yellow coat with black lines.  
6. I have a horn on my nose.

7. I can see only at night.  
8. I am the king of the forest.

1

2

R

3

4

E

5

6

R

7

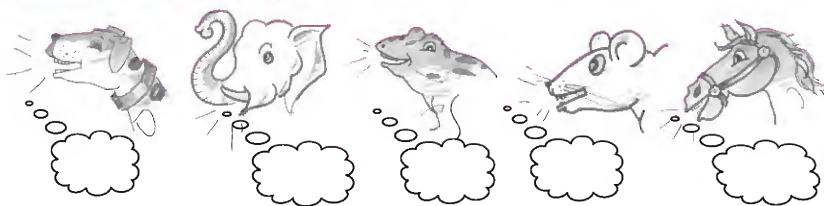
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**LET US LISTEN AND LEARN:**

**I.a. Look at the pictures below. Have you ever listened to them? Write the name of the animal and write its cries: - (squeaks, neighs, trumpets, barks, croaks)**



• *Mime their cries.*

**b. Listen to the teacher (one word in each set to be read thrice) and underline the correct word:**

1. bit, pit      2. cold, gold      3. dot, taught      4. dam, jam



**LET US SPEAK OUR THOUGHTS:**

**I. Use the given expressions in the box to suit the situations and say it to your friends:-**

sorry      pardon      excuse me      thank you      please

1. \_\_\_\_\_ may I know where is this address?
2. Give me your pen, \_\_\_\_\_.
3. \_\_\_\_\_ will you kindly tell your name once again?
4. I have hurt you very much, \_\_\_\_\_ friend.
5. \_\_\_\_\_ very much for your help.



**LET US READ:**

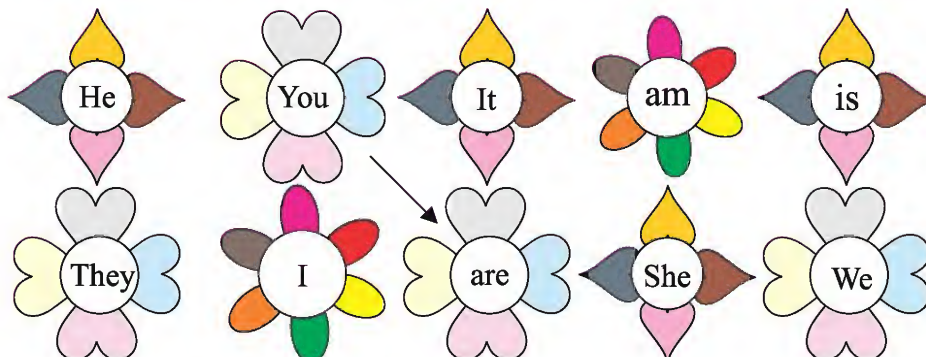
**A. Please help little Sabarish understand the following road signs and write it in his notebook:-**



No U turn  
No Parking  
Pedestrian Crossing  
No Entry  
Railway Crossing

**FUNCTIONAL GRAMMAR:**

**I. Join the flowers of the same types to find out the correct pairs:-**



II. Using the given words in the Substitution table below, frame as many meaningful sentences as possible:-

|   |                      |   |
|---|----------------------|---|
| I<br>We<br>You<br>He<br>She<br>It<br>They | was<br>is<br>will be | playing cricket.<br>reading a book.<br>drawing a cartoon.<br>singing sweetly.<br>writing a letter.<br>dancing at school.<br>swimming in the pool. |
|---|----------------------|---|

### LANGUAGE FUNCTION:

A. Make a list of five important things you will buy this month.

| Book Stall         | Toy Shop     | Grocery     | Pharmacy        |
|--------------------|--------------|-------------|-----------------|
| e.g. <i>Wisdom</i> | <i>Teddy</i> | <i>Rice</i> | <i>Band-Aid</i> |
|                    |              |             |                 |
|                    |              |             |                 |
|                    |              |             |                 |
|                    |              |             |                 |

### ACTIVITY:

These are dance mudras to show some animals. Learn more from your dance teacher.



**Lion**



**Tortoise**



**Peacock**



## Advance Organizer



- Using the alphabets in the students' dress, form as many words as you can.
- What is common in your findings?

## MY FRIEND

We all need someone  
To talk to in our life,  
A friend to whom we run  
In times of **stress** or **strife**.

*stress* - trouble  
*strife* - quarrelling

A friend who's always there  
Throughout the years,  
A friend we know will care  
And take away our fears.



A friend who's always near,  
Waiting for our call,  
To wipe away our tears,  
And lift us when we fall.

A loving friend indeed,  
On whom we can depend  
To fulfill our every need –  
Thank you, **precious** friend.

- Sammy Lane Sharp



*precious* - valuable, dear



### LET US DISCUSS:

#### I. Choose the correct option from the following:-

- The poet wants us to have .....  
a. many friends      b. no friends      c. one good friend
- The poet's friend is \_\_\_\_\_ with the poet.  
a. never      b. always      c. sometimes
- The mood of the poet is \_\_\_\_\_.  
a. gratitude      b. anger      c. seeking forgiveness

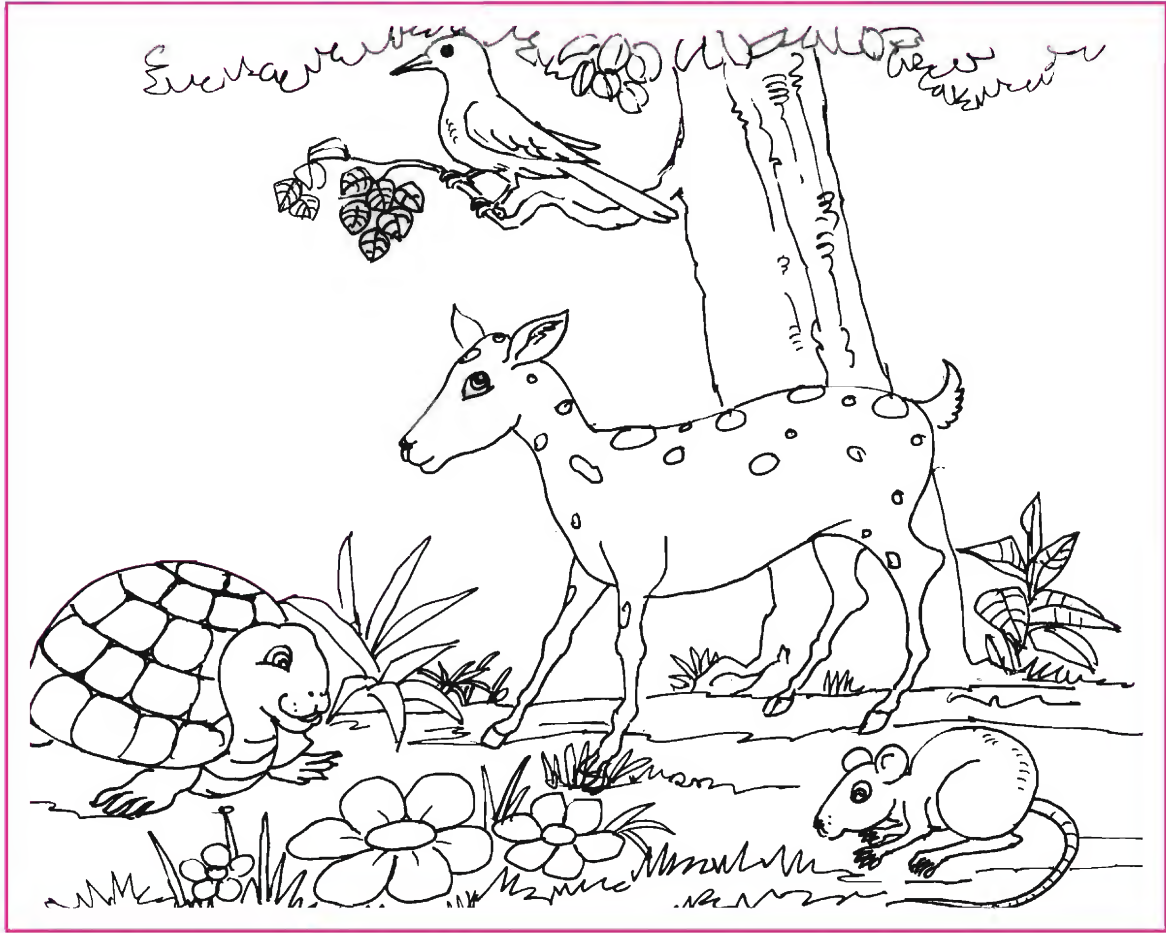
#### II. Write a poem about your best friend in four lines.

#### III. Match the rhyming words in Box A with Box B: -

|          |        |       |        |      |        |
|----------|--------|-------|--------|------|--------|
| <b>A</b> | life   | there | fears  | call | depend |
| <b>B</b> | friend | years | strife | fall | care   |



- Colour and give life to the friends in this picture.



#### RHYME TIME:

Read the following poem, "*Above The Bright Blue Sky*" by Albert Midlane:-

There's a Friend for little children  
Above the bright blue sky,  
A Friend who never changes  
Whose love will never die;  
Our earthly friends may fail us,  
And change with changing years,  
This Friend is always worthy  
Of that dear name He bears.



## Unit 5 - Prose

### Advance Organizer



- *What is the name of our country?*
- *How many states are there?*
- *Which state do you live in?*
- *Which is our National Flag?*

### THE GREAT CULTURAL EXPO

Let us tour two Southern States in India.

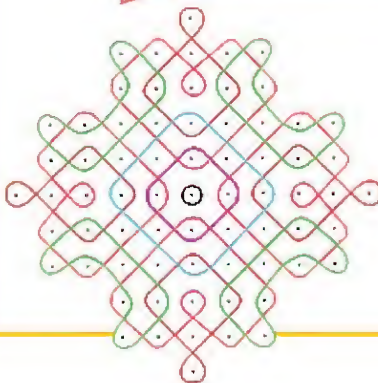


The school at Nellore village was **buzzing** with activities. The children were dressed in colourful clothes. The entrance was decorated beautifully.

There was a banner,

**Step in - Tour Tamilnadu and Kerala**

*buzzing* - busy, active



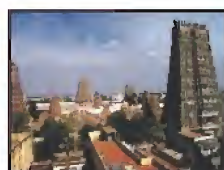
***The children were busy arranging the stalls of Tamilnadu and Kerala.***

Channappa's family from Karnataka entered the **TAMIL NADU** stall. The traditional *Sikku kolam* was a welcome sight.



A girl wearing *Bharatanatyam* costume and a couple offered them kum kum, sandal paste and sprinkled rose water on them. Some were performing the folk dances such as *Karagattam*, *Oyilattam*, *Silambattam* and *Thappattam*. They viewed

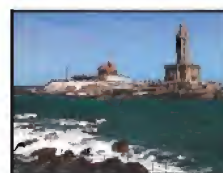
**Monument** - structure of historical importance



Marina Beach, Kutralam Falls, Madurai, Ooty, Mamallapuram, Kanyakumari and



many other **monuments**. They saw the thrilling *Jallikattu* on the screen as they tasted the sweet *pongal*. While they were watching the places, they were also given



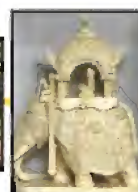
hot steaming *Idly* with *Chettinadu kuruma*. Some of the food items exhibited were *Vada*, *Dosa*, *Kuzhi paniyaram*, *Adhirasam* and *Murukku*. They were all **delicious**.



**delicious** - very tasty

The *Kancheepuram silk sarees*, *Thanjavur plates*, **pith work**, earthen ware, and many *Musical instruments* found an important place in the art and craft section. When they came out Channappa's son said, "**Tamil Nadu Thumba Channagithe.**" [Tamil Nadu is very good.]

**Pith work** - art work done using the spongy tissues in the stems of plants.





Govindan's family was enjoying in the stall for KERALA, "GOD'S OWN COUNTRY." Athapu, the elephants with Netti pattam welcomed them.



**Govindan:**

Parvathi, see there! How gracefully they dance! That is *Mohiniyattam*. Look here! This is *Kathakali*.



**Murugan:** Appa! See their colourful faces.



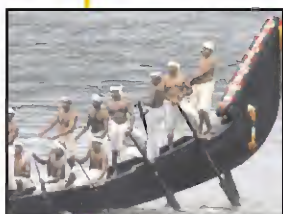
**Parvathi:**

Oh! What a sweet smell. The *Appam*, *Avial*, *Puttu*, *Kadala Kari* - let me ask them for the recipe.



**Mallika:**

Amma! No, no. See the art and craft gallery. The scent of sandal and the richness of ivory, steal my heart.



**Parvathi:**

Hey! See the *Vallamkali* [boat race] on the screen. *Onam* festival is also famous in Kerala.

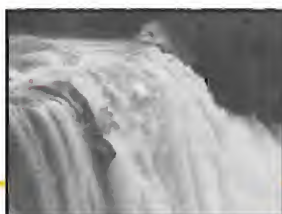
**Murugan:**

Appa! See the screen. Lot of tourist places - *Athirapally Falls*, *Padmanabhapuram Palace*, *Munnar*, *Cochin* and *Kovalam*.



**Govindan:**

Kerala romba azhagu! [Kerala is very beautiful.]







**[Everyone gathers in the auditorium. The Chief Guest arrives.]**

**Chief Guest:** Good evening. I'm very glad to see the efforts taken by the students. The exhibition is colourful and informative. The two southern states have different **culture** but they are inter-linked and inter-dependent. The languages **Tamil and Malayalam** are called **Dravidian Languages** and they are closely related.

*culture* - the arts and customs of the nation.

*unique* - only one of its kind.

*citizen* - native  
*responsibility* - duty  
*uphold* - Keep up

**“Unity in Diversity”** is the **unique** feature of India. We are different from each other yet we are one. Indians are known for their **wisdom**. Every **citizen** bears the **responsibility** to **uphold** the fame and name of the motherland.

*wisdom* - knowledge.

As students, will you serve and strengthen your nation?

**The Student Community [In Chorus]:** Yes Sir, we will be worthy children of our Mother India.



**JAI HIND!!!**

**LET US FIND OUT:**

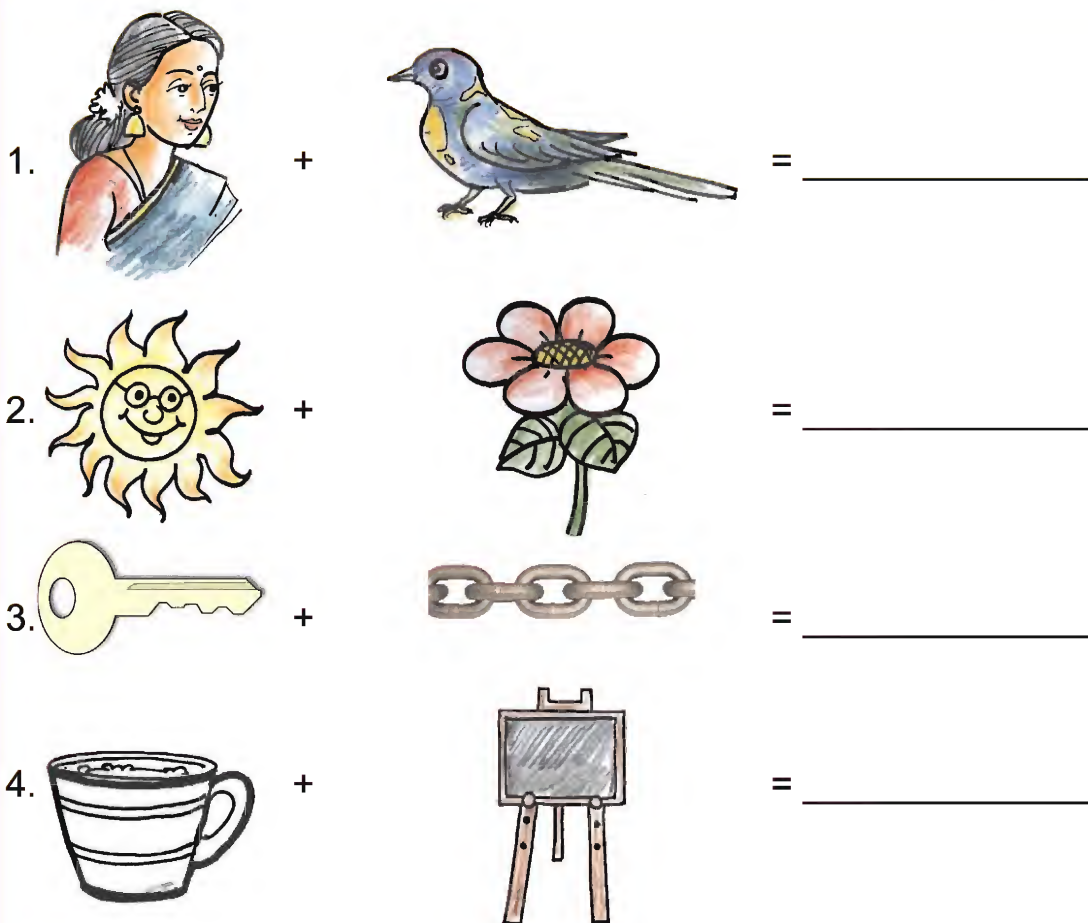
**I. Answer the following questions:-**

1. Name the village buzzing with activities.
2. What are the folk dance forms of Tamil Nadu?
3. Name the famous festival of Tamil Nadu.
4. How is Kerala otherwise known as?
5. List out the important tourist spots of Kerala.
6. Which is the famous festival of Kerala?

**II. Combine the pictures to form a new word:-**

e.g.





**III. Complete the sentences with the opposite word for the underlined:-**

1. My house is in the north but my school is in the \_\_\_\_\_.
2. Ravi is \_\_\_\_\_ but Hari is thin.
3. The pen is at the top of the shelf but the book is at the \_\_\_\_\_.
4. I love honest people but I \_\_\_\_\_ liars.
5. Fish can live in water but will \_\_\_\_\_ out of it.

**IV. Rearrange the words to form meaningful sentences:-**

1. shall/come/I/tomorrow
2. yesterday/she/reading/was/my/book
3. playing/now/are/we/cricket
4. am/painting/I/the/picture
5. be/leaving/will/he/this/evening



### LET US LISTEN:

Listen to the teacher and repeat the words aloud. Write in the box whether the pair of words pronounced is **Same** or **Different**:-

e.g. lion-line [different]; steal-steel [same]

1. Accept - except      2. Right - write
3. Dye - die      4. Higher - hair
5. I - eye

|  |
|--|
|  |
|  |
|  |
|  |
|  |



### LET US SPEAK AND DISCUSS:

1. Why do you think your state is beautiful? Discuss in small groups.

2. Imagine you had seen the Independence Day parade in Delhi. Narrate your experience to your friends using the clues given in italics.

*Red Fort, Order, Uniform, Drums, Horses, People, Prime Minister, Speech, Salute*



### LET US READ:

1. Circle the emblem of our nation:-



2. Match the dance forms with the states:-

| DANCE FORM    | STATE          |
|---------------|----------------|
| Bharatanatyam | Kerala         |
| Kathakali     | Andhra Pradesh |
| Kuchupudi     | Tamil Nadu     |



3. Identify the monuments and write their names using the help box given below:- (Mamallapuram, Charminar, Gate way of India, Hampi, Taj Mahal)



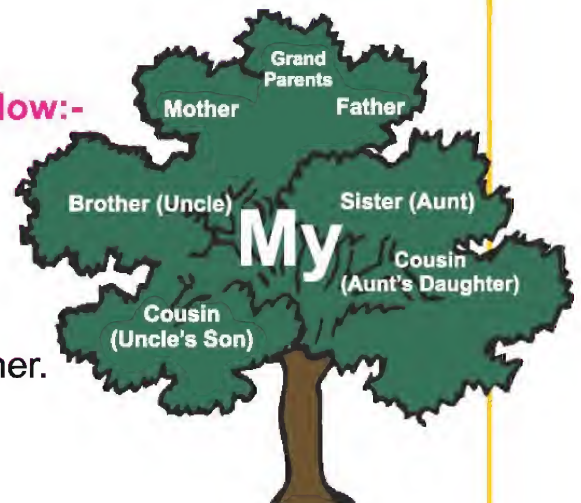
## FUNCTIONAL GRAMMAR:

A. *My father's father is my Grandfather.*

**This is in possessive form. Use the**

**Possessive form in the sentences below:-**

1. My m \_\_\_\_\_ brother is my uncle.
2. My f \_\_\_\_\_ sister is my aunt.
3. My a \_\_\_\_\_ daughter is my cousin.
4. My f \_\_\_\_\_ mother is my grandmother.
5. My b \_\_\_\_\_ daughter is my niece.
6. My s \_\_\_\_\_ son is my nephew.



B. **Write down the possessive forms of the words underlined:-**

**e.g. *This pen belongs to the teacher* - It is the *teacher's* pen.**

1. The family of Channappa was very happy. \_\_\_\_\_.
2. Ramesh took the pen of Hari. \_\_\_\_\_.
3. The song of the bird was sweet. \_\_\_\_\_.
4. The bag of the lady looked beautiful. \_\_\_\_\_.
5. The name of the dog was Laika. \_\_\_\_\_.

**C. Observe these sentences:**

1. Where have you been?[Question mark]
2. Channappa's family entered the Tamil Nadu stall.[Apostrophe]
3. Food items like Vada, Dosa, Murukku and Adhirasam are mouth watering.[comma]

**D. Punctuate the following with the help of your teacher and use capitals where needed.**

1. she is in delhi
2. whats your father
3. ravi gita and anwar are playing football
4. my sisters dress is pink in colour

**LANGUAGE FUNCTIONS:**

1. Prepare a scrap book containing the famous features of the southern states of India.

2. In the given South India map, fill up the states as follows:-



☐ Kerala    ☐ Andhra Pradesh    ☐ Tamil Nadu    ☐ Karnataka





## Unit 5 - Poem

### Advance Organizer

- Discuss with your friends and match the following important days:

A

Independence Day  
Republic Day  
Flag Day  
Gandhi Jayanti  
Children's Day

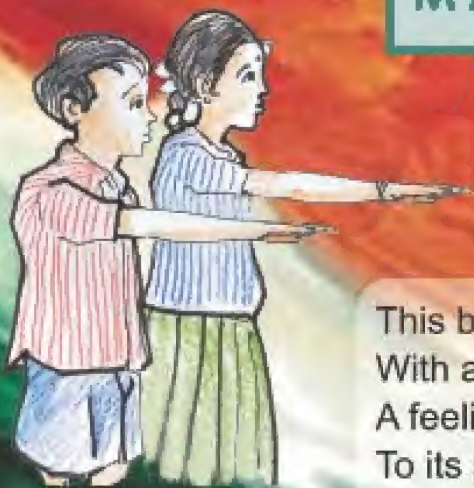
B

7<sup>th</sup> December  
14<sup>th</sup> November  
26<sup>th</sup> January  
15<sup>th</sup> August  
2<sup>nd</sup> October



**Unity is our country's strength !**

### MY INDIA



Love for my country, I cannot hide,  
Burning within me, rooted inside,  
"Pledge taking" teaches brotherhood,  
Loyalty to all from childhood.

This beautiful country, where I live,  
With all her love, is ready to give,  
A feeling of unity in diversity,  
To its people living in simplicity.

To live in India, I'm surely blessed,  
For no one here, is ever stressed,  
Strangers come, to know its beauty,  
Sharing her knowledge is my duty.

*burning* - very strong  
*rooted* - deeply fixed  
*loyalty* - faithful





## LET US DISCUSS:

### I. Fill in the blanks:-

1. I cannot hide the ..... for my country.
2. I learn .....from the country's pledge.
3. The word 'strangers' refer to .....

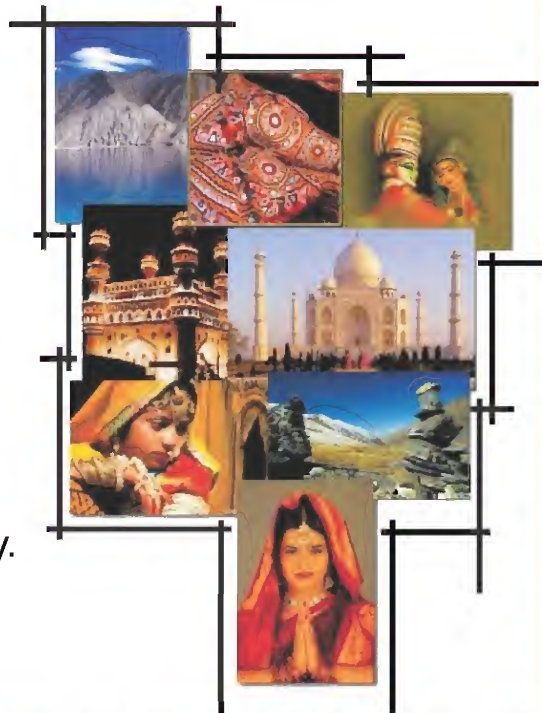
### II. Pick out the rhyming words from the poem, “My Country” for, *hide, brotherhood, live, diversity, blessed and duty.*

### RHYME TIME:

Read the poem given below and learn to lead a life in unity.

### UNITY IN DIVERSITY

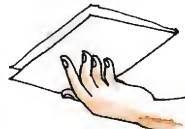
Unity, unity always under UNITY  
 Don't be misled by DIVERSITY.  
 People in INDIA should have unity  
 For INDIANS always have integrity.  
**We** should always stand UNITED  
 For Indians can never be DIVIDED.  
**NON-VIOLENCE** is India's history  
 That is what set India free.  
 India is known for its ENTIRETY  
 As an Indian I am proud of its beauty.



### ACTIVITY TIME:

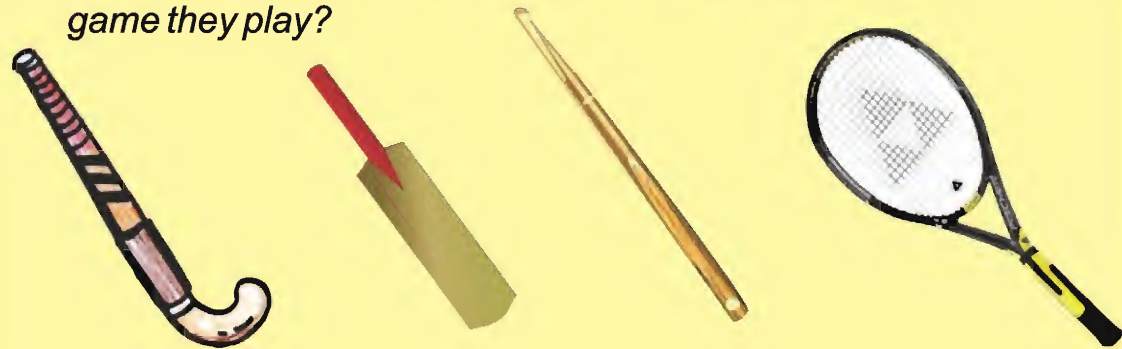
Prepare a greeting card to present to your teacher for the Independence Day:-

- Take a thick sheet of paper and fold into half.
- Draw and write wishes for the special day and decorate it with glitters and bindi.



Advance Organizer

⇒ *Rahul, Santosh, Prem and Ravi go out to play. Rahul takes his stick; Prem takes his cue; Santosh takes his bat and Ravi takes his racket. Can you write what they have taken and guess the game they play?*



|         |       |       |
|---------|-------|-------|
| Rahul   | _____ | _____ |
| Prem    | _____ | _____ |
| Santosh | _____ | _____ |
| Ravi    | _____ | _____ |

- Given below are some terms which are used for certain games. Match them.

- | A        | B           |
|----------|-------------|
| coins    | cricket     |
| goal     | basket ball |
| check    | hockey      |
| wicket   | carrom      |
| shooting | chess       |

- Can you classify these games as indoor and outdoor games?



## AN INTRODUCTION TO CHESS

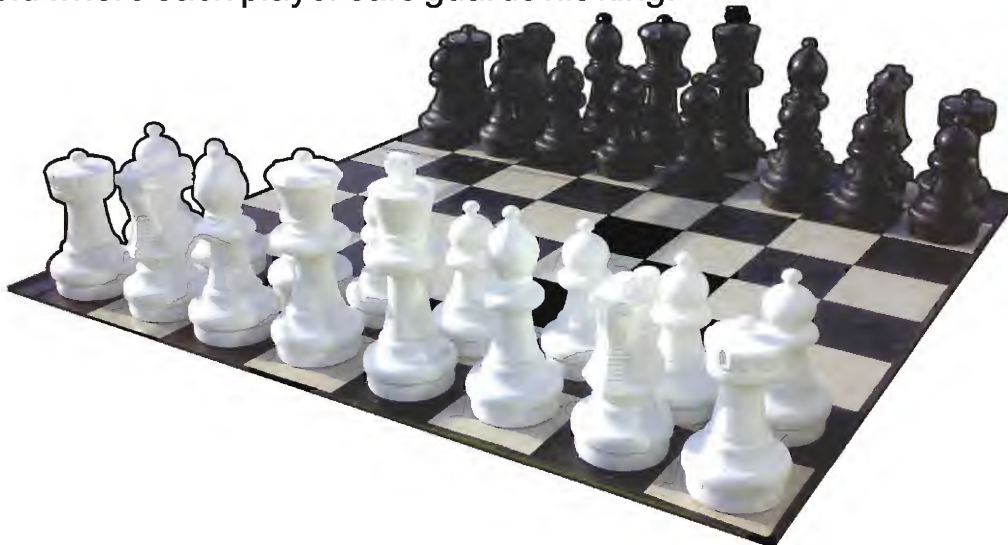
Let us learn to play the International game, Chess.

There are many games which are played indoors like Carrom, Snake and Ladder, Ludo, Business, Chess and so on. Today we shall try to know in **brief** about the indoor game, Chess.

*brief* - short

This game is of Indian **origin** and was called, "Saturang." (also Chaturang) Chess is a board game played between two. The playing board is marked with squares in black and white. It is said to be the **battle** field where each player safe guards his king.

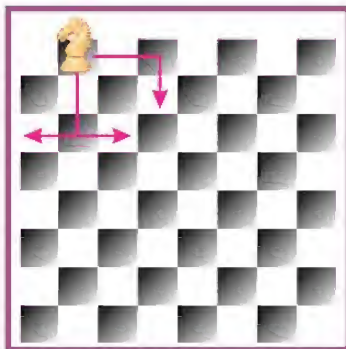
*origin* -  
beginning  
*battle* - fight



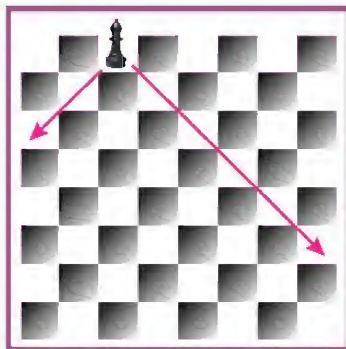
Each player has sixteen pieces of colours either black or white. The pieces are one king, one queen, two rooks, two bishops, two knights and eight pawns. Each player has a white square on the corner of his or her right. The player who has chosen the white pieces makes the first move.



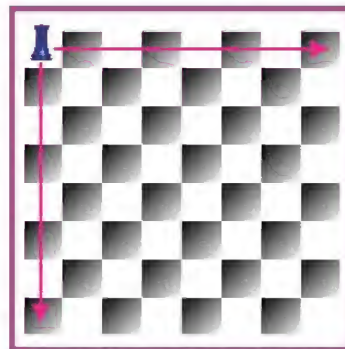




KNIGHT



BISHOP



ROOK

The Pawn always moves **ahead** one square. The knight moves like the letter 'L'. The Bishop moves diagonally. The Rook moves horizontally or vertically. The Queen moves any number of squares horizontally, vertically or diagonally and the King can move one square in any direction.

*ahead* - in front



When the piece moves to the square occupied by an **opponent's** piece, it is said to be captured. The captured piece is now out of the Chess board. The players should avoid their pieces being **captured**. They should safeguard their Kings. The player before capturing the opponent King says, "Check." This word acts as a warning to the opponent to protect his King in the next move. The player whose King is in the check, should make a move to safeguard the King. If there is no way to save the King, the player is checkmated and loses the game.

*opponent* - enemy  
*capture* - arrest

**Get ready! Let's play Chess!**



**LET US FIND OUT:**

**I. Answer the following questions in a sentence or two:-**

1. How many pieces does a player have?
2. Who makes the first move?
3. What is the Indian name of the game?
4. In what way does the Knight move?
5. When does the game end?





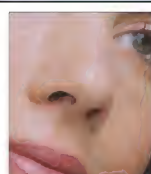
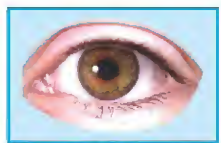



**II. Match the words in black squares with their opposite white squares.**

|          |   |         |
|----------|---|---------|
| move     | X | peace   |
| opponent | X | last    |
| indoor   | X | stable  |
| war      | X | friend  |
| first    | X | outdoor |

**III. In the lesson, 'An Introduction To Chess' we came across a word KNIGHT which has the same pronunciation as NIGHT. Both words have the same pronunciation but mean differently. Such words are called Homophones.**

*(Knight – soldier / Night – time after sunset)*

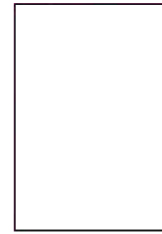
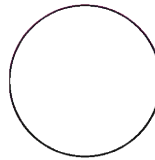
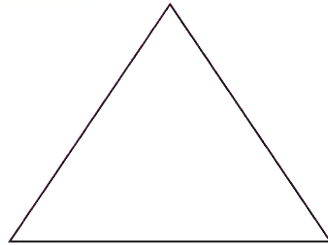
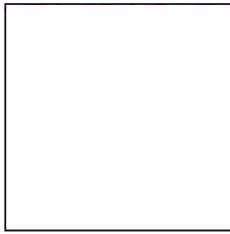
**Circle the word that matches the picture.**

|  |  |  |
|--|--|--|
| 1.<br>flour<br><br>flower | 2.<br><br>sea<br>see    | 3.<br><br>ring<br>wring |
| 4.<br>pale<br><br>pail    | 5.<br>knows<br><br>nose | 6.<br>I<br><br>eye      |
| 7.<br>son<br><br>sun      | 8.<br>hare<br><br>hair  | 9.<br>blue<br><br>blew  |



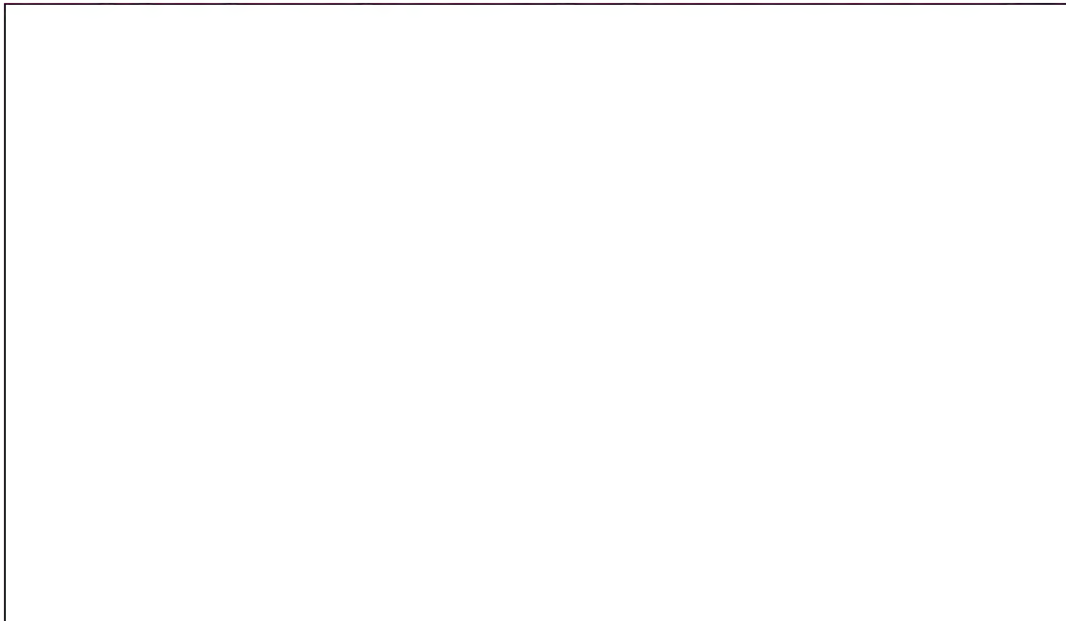
## LET US LISTEN:

I. Listen to the instructions given by your teacher and colour accordingly.  
(The teacher reads aloud)



Colour the square **green**.  
Colour the triangle **brown**.  
Colour the circle **yellow**.  
Colour the rectangle **red**.

II. Listen to your teacher and draw in the space provided below:



1. Draw a triangle.
2. Draw a square below it.
3. Draw a rectangle inside the square.
4. Draw a circle in the centre of the triangle.

**What picture did you get? Colour the picture.**





### LET US SPEAK:

Say a few sentences about your favourite game or hobby.



### LET US READ:

Read the passage carefully and answer the questions below:

Viswanathan Anand was born on December 11<sup>th</sup> 1969, in Mayiladuthurai a small town in Tamil Nadu. He was taught chess by his mother. His other hobbies are reading, swimming, and listening to music. He is the Indian Chess Master and the current World Chess Champion. He was awarded the Padma Vibhushan in 2007 and the Rajiv Gandhi Khel Ratna award in the year 1991. He is popularly known as the 'Lightening Kid'.

#### Questions:-

1. **Whom** does the passage talk about?
2. **Who** taught Anand chess?
3. **What** are his other hobbies?
4. **What** is he popularly known as?
5. **When** was he given the Rajiv Gandhi Khel Ratna award?



### FUNCTIONAL GRAMMAR

#### I.a. Put 'a' or 'an' before the given words:-

- |                   |                |
|-------------------|----------------|
| 1. .... apple     | 4. ....hour    |
| 2. .... house     | 5. .... window |
| 3. .... aeroplane | 6. .... table  |

**'An'** is used before a word that starts with a vowel **sound**.

**'A'** is used when a word starts with a consonant **sound**.

**'The'** is used before a noun that stands for a particular person or thing. No article is used before Proper nouns.

#### b. Use 'a' 'an' or 'the' in the following story:-

In Tenkasi, there is only one pet shop. Shilvi went to ..... pet shop with her father last Sunday. Her father said that she could buy..... pet. She looked at..... white mouse in ..... cage. .... mouse did not stop running.



Then she saw..... rabbit. She offered..... rabbit..... orange. Looking at different animals and playing with each one took ..... hour. Finally, they saw ..... funny animal near the entrance of..... shop. Can you guess what it was? It was..... cute furry dog. She decided to have..... dog as her pet.

**II.a. Read the following passage about a favourite hobby or game. It has words like, 'he' 'his' 'she' and 'her'. These words are used instead of George and Blessy. Such words which are used instead of nouns are called PRONOUNS.**

George likes to play cricket. **He** has joined **his** school team and has been practising regularly. Blessy is **his** sister. Reading books is **her** hobby. **She** has joined a library and has been reading many books. George wants to become a famous player like Sachin while Blessy wants to become like the fairy in the fairy tale, Cinderella.

**b. Use the correct pronouns. Look at the words in brackets:-**

**e.g:** \_\_\_\_ often reads books. (*Lisa*), **Answer:** *She* often reads books.

1. \_\_\_\_\_ is dreaming. (*Simon*)
2. \_\_\_\_\_ is green. (*Grass*)
3. \_\_\_\_\_ are on the wall. (*The posters*)
4. \_\_\_\_\_ is running. (*The dog*)
5. \_\_\_\_\_ are watching TV. (*My mother and I*)
6. \_\_\_\_\_ are in the garden. (*Shibu and Vijay*)
7. \_\_\_\_\_ motherland is India. (*Indians*)
8. \_\_\_\_\_ father's name is Anand. (*Sita's*)
9. \_\_\_\_\_ has got a brother. (*Diana*)
10. \_\_\_\_\_ won a prize. (*Mani*)

**4. Replace the underlined words with the correct pronoun:-.**

My name is Chandran. .....am a Tamilian.

This is my family. My mother's name is Devi. ....is a good cook.

Selveraj is my father. ....is a doctor.

This is Lalitha. ....is my sister. ....are twins.

..... live in Madurai. .... is not far from Chennai.

My grandparents live in Chennai. ....often visit .....

**Can you tell me about your family?**

## LANGUAGE FUNCTIONS:

### Making a Presentation:

Say a few sentences about your creation and share how you feel about the same. Discuss the reason for the choice of topic.

Here is a Scrap - book made by a student.

## INDIAN SPORTS STARS

### BYABINAYA, STD III

- ⇒ ABHINAV BINDRA is the first Indian to win a gold medal in an individual event at the Olympics.
- ⇒ SAINANEHWAL is India's best woman Badminton player.
- ⇒ JOSHNA CHINAPPA is a Five time National Squash Champion.

***Prepare a Scrap book and make a presentation.***



SAINA NEHWAL

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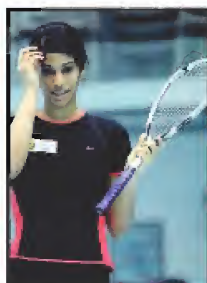
ABHINAV BINDRA

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JOSHNA CHINAPPA

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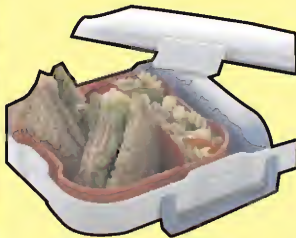
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Advance Organizer

Form new words by matching the picture.



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

*I enjoy playing.*

*I am eager to do  
class activities.*

*I love my  
classmates.*

*I like my class  
teacher.*

*I wait for the  
Annual Day.*



## SCHOOL AND ME

I don't want to go to school,  
I don't want to go to school,  
and I told my mom.

You have to go to school, my son,  
You have to go to school, my son,  
My mom told me.

But, they don't let me talk in school,  
They don't let me talk in school,  
I told my mom.

They teach you **how** to talk in school,  
They teach you **what** to talk in school,  
and my mom told me.

But, they don't let me play in school,  
They don't let me play in school,  
I told my mom.

They teach you **how** to play in school,  
They teach you **what** to play in school,  
and my mom told me.

But, they always make me study in school,  
They always make me study in school,  
I told my mom.

You have to study **new** things in school,  
You have to study **nice** things in school,  
My mom told me.

But, I miss my brother and you in school,  
I miss my brother and you in school,  
I told my mom.

Your **friends** are your **brothers** in school,  
Your **teachers** are your **moms** in school,  
My mom told me.

Oh! Really, Oh! Really,  
I would **love to go to school**, my mom  
I'll love to go to school, my mom  
And that's a promise to you.





## LET US DISCUSS:

### I. Answer the following questions in a sentence:-

1. Who asks the poet to go to school?
2. What does he study in school?
3. Who are his brothers in school?
4. What does he promise his mother?

### II. Take the different roles and speak:-

Can you give  
a rhyming  
word for  
**play**?



Tell me one  
for **teach**.

What can  
rhyme with  
**school**?



⇒ Frame more questions and continue.



### III. Say aloud:

spoil  
sport

shirt  
shape

school  
scout

stand  
stick

smash  
smock



### IV. Collect a reward from your teacher by saying it quickly.

***SHE SELLS SEA SHELLS ON THE SEA SHORE***

### RHYME TIME

Read and enjoy, 'Whole Duty of Children' by R.L. Stevenson.



A child should always say what's true,  
And speak when he is spoken to,  
And behave mannerly at table:  
At least as far as he is able.



### RIDDLE ME

1. What doesn't change its house when it moves?
2. What kind of clock can you wear?
3. What insect makes sweet combs?
4. What gets lighter as it gets bigger?
5. What animal has a pocket but no coat?
6. What goes pop when it gets hot?
7. What does an upside down six make?

#### Answers:

1. A Smile    2. A Watch    3. A Bee    4. A Balloon  
5. A Kangaroo    6. A Popcorn    7. Number Nine

### Advance Organizer

- The teacher shares his / her childhood dreams with the children.
- The children are then encouraged to tell their dreams.
- Match the tools with their users.

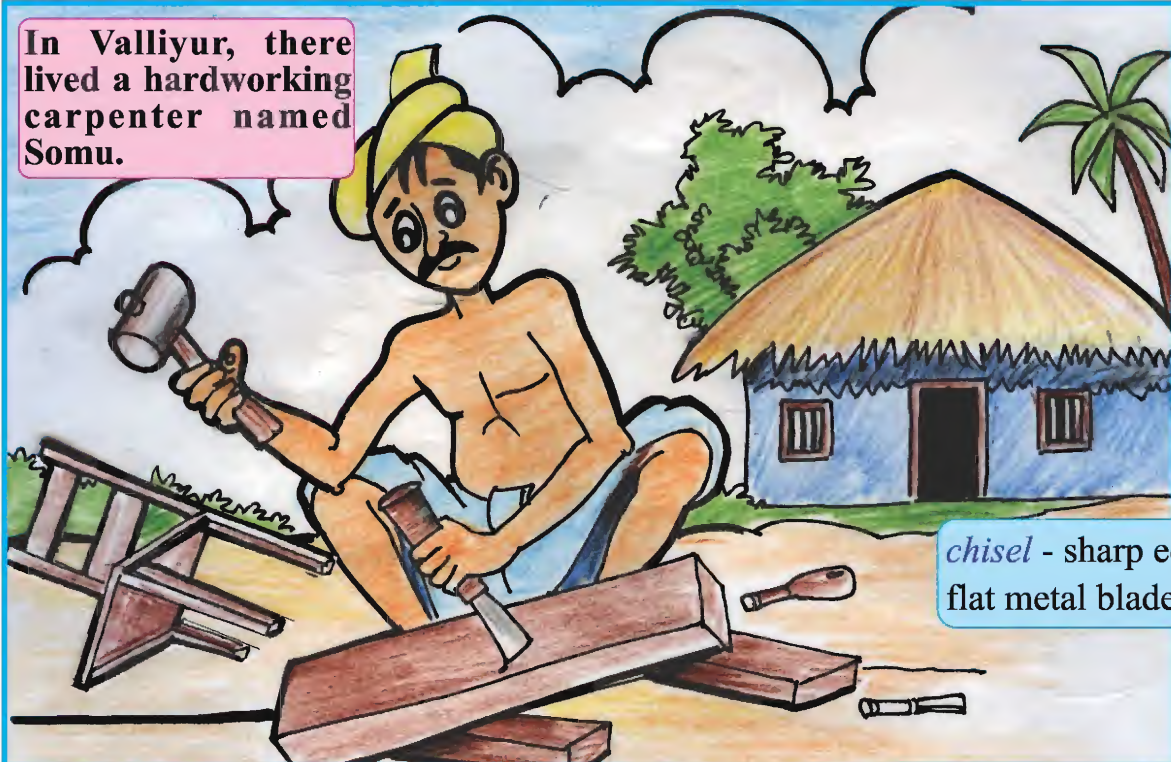




## THE MAGIC CHISEL

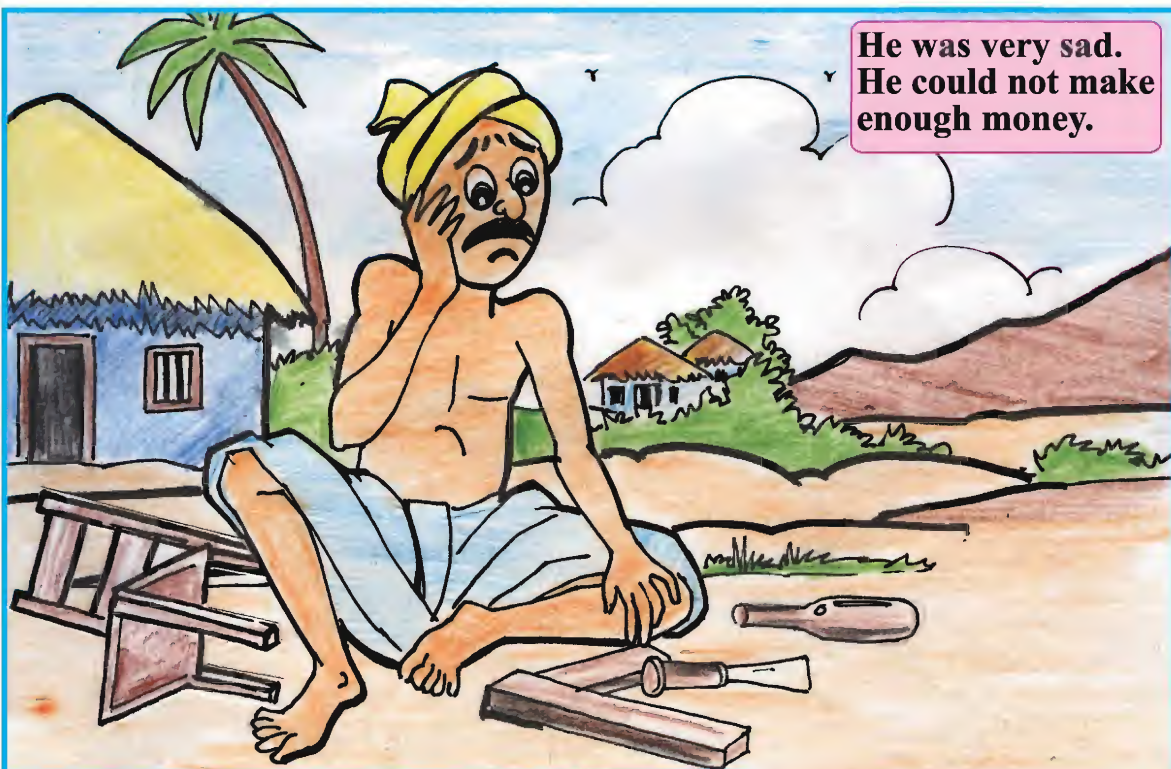
Let us enjoy reading the strips as we learn an important value in life.

In Valliyur, there lived a hardworking carpenter named Somu.



*chisel* - sharp edged flat metal blade

He was very sad.  
He could not make enough money.

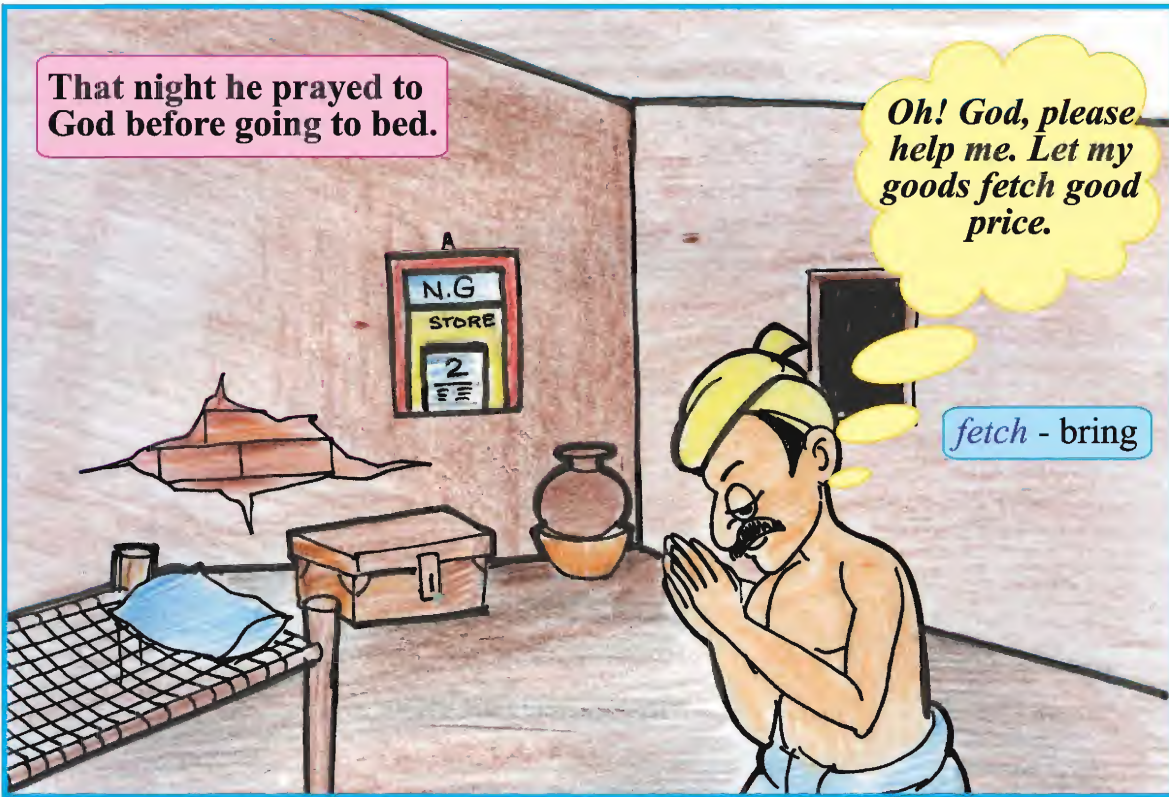




That night he prayed to God before going to bed.

Oh! God, please help me. Let my goods fetch good price.

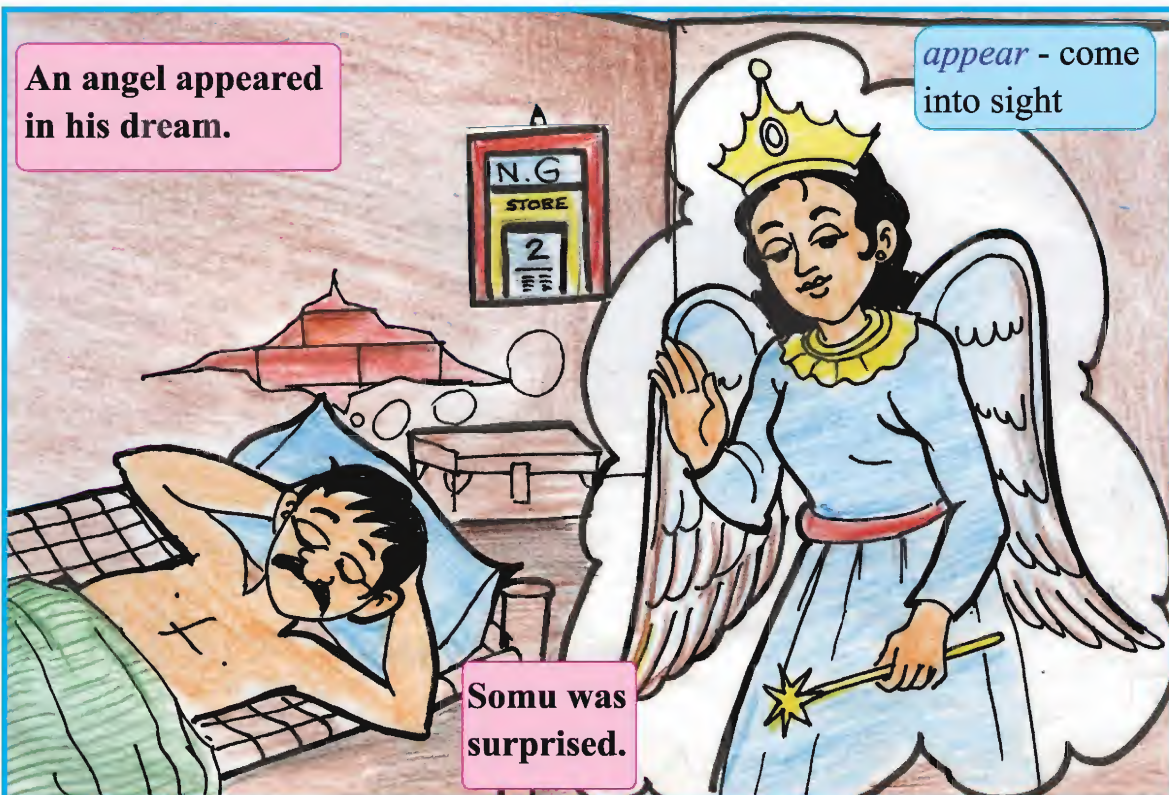
fetch - bring



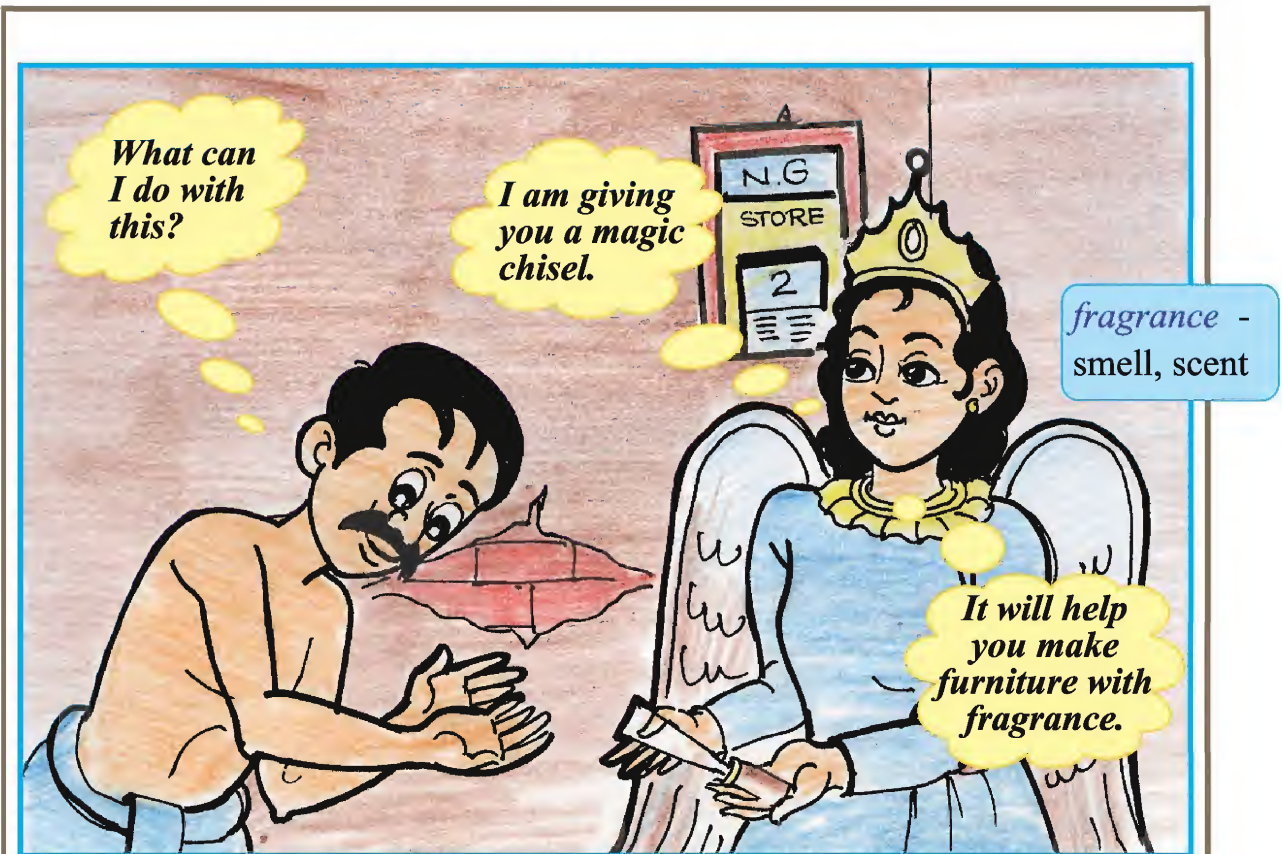
An angel appeared in his dream.

appear - come into sight

Somu was surprised.



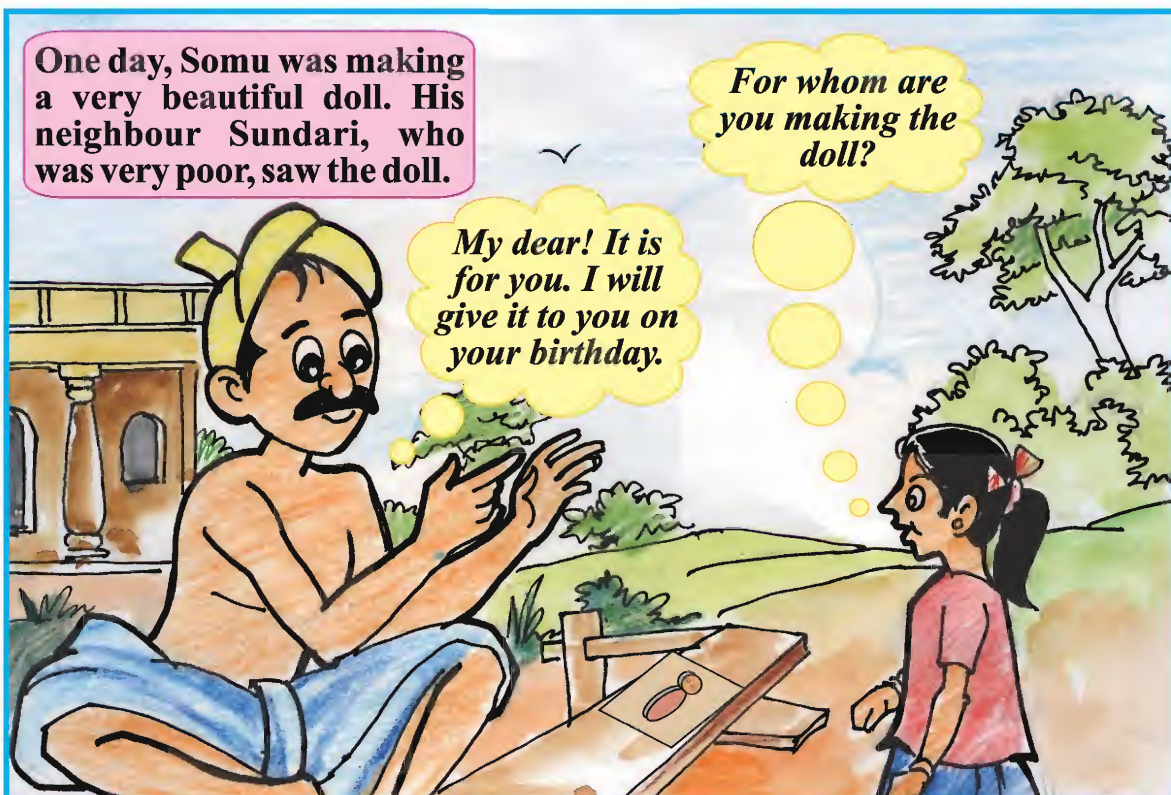








Somu made good furniture that gave out fragrance and soon became rich. Somu became the talk of the village. People from nearby villages came to purchase his furniture.

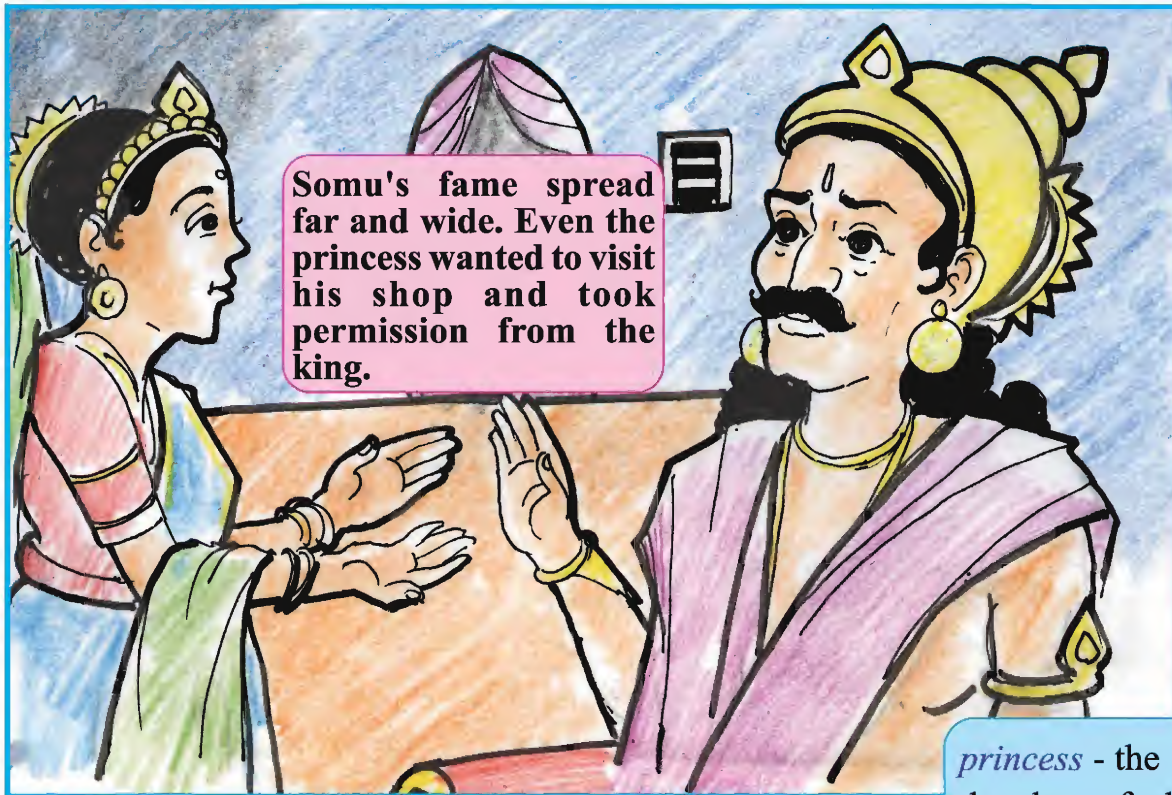


One day, Somu was making a very beautiful doll. His neighbour Sundari, who was very poor, saw the doll.

*My dear! It is for you. I will give it to you on your birthday.*

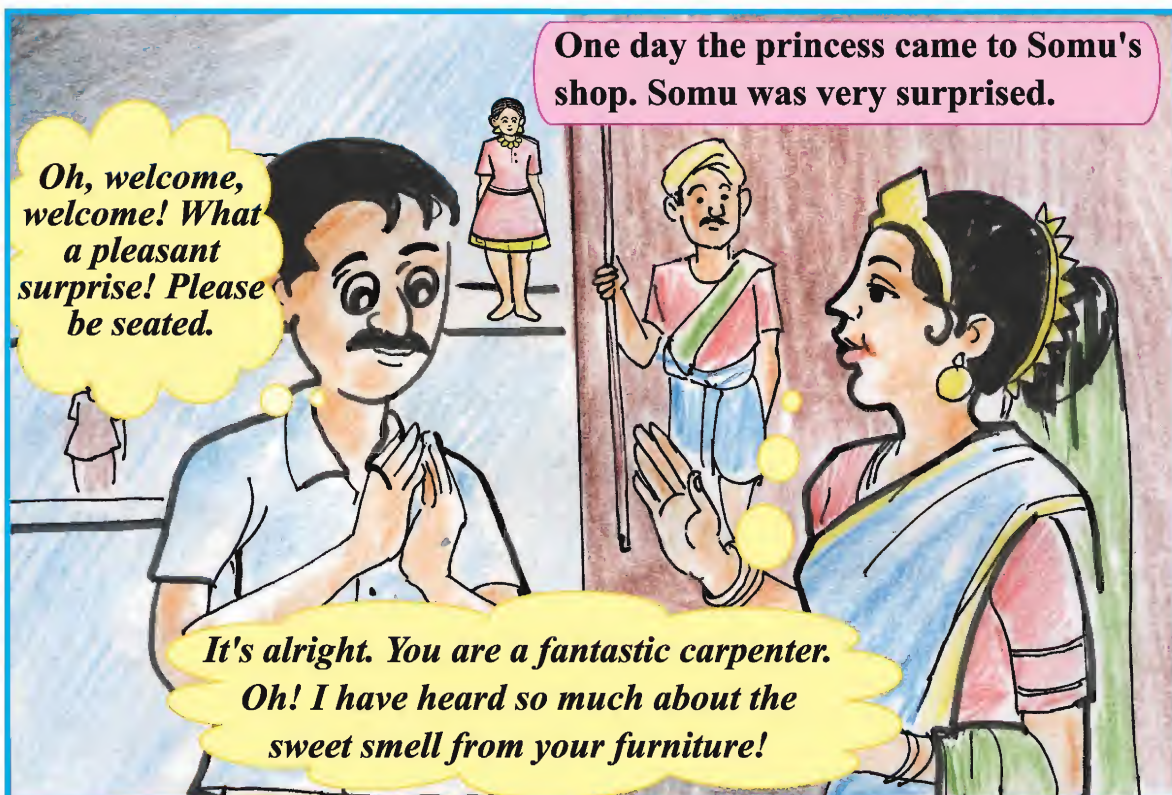
*For whom are you making the doll?*





Somu's fame spread far and wide. Even the princess wanted to visit his shop and took permission from the king.

*princess* - the daughter of a king.

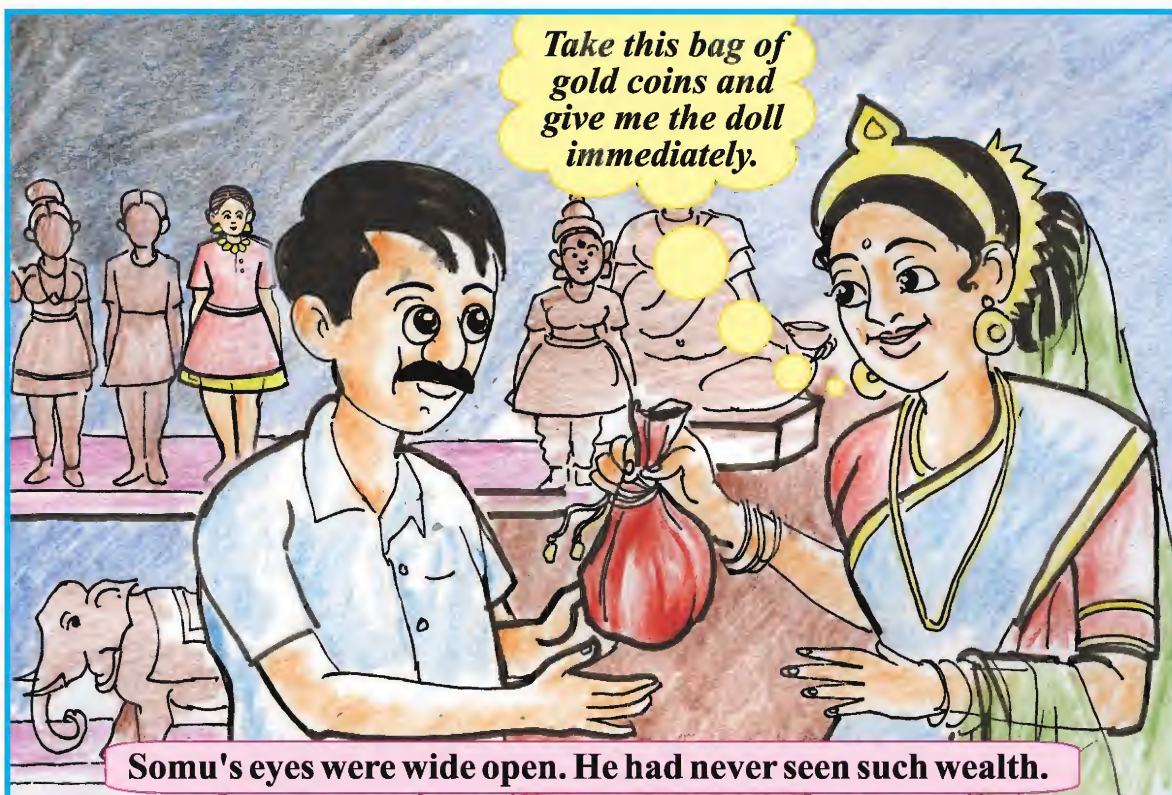


One day the princess came to Somu's shop. Somu was very surprised.

*Oh, welcome, welcome! What a pleasant surprise! Please be seated.*

*It's alright. You are a fantastic carpenter.  
Oh! I have heard so much about the  
sweet smell from your furniture!*







*glittering* - shining

The glittering gold coins blinded his eyes. He forgot the condition of the angel.

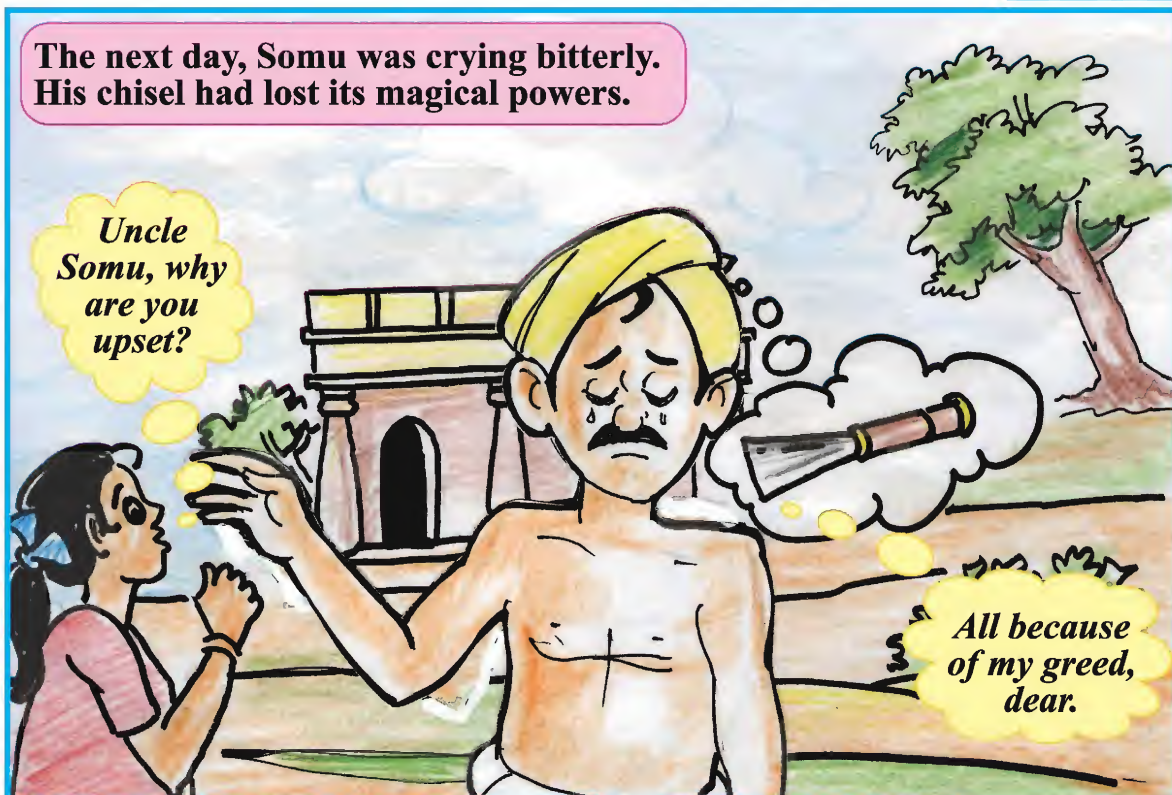


Here is the doll, Princess.

Thank you, I'm highly pleased.

*bitterly* - terribly

The next day, Somu was crying bitterly. His chisel had lost its magical powers.



Uncle Somu, why are you upset?

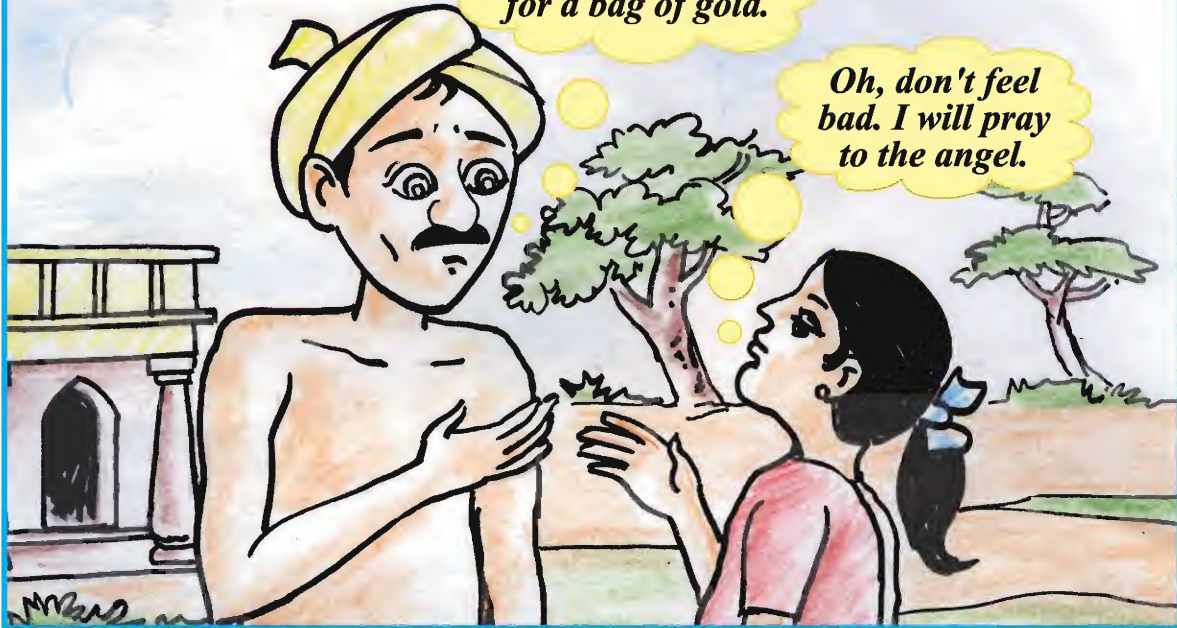
All because of my greed, dear.



Somu told about his magic chisel and the angel's condition.

*Sundari, I am very sorry. I gave your doll to the Princess for a bag of gold.*

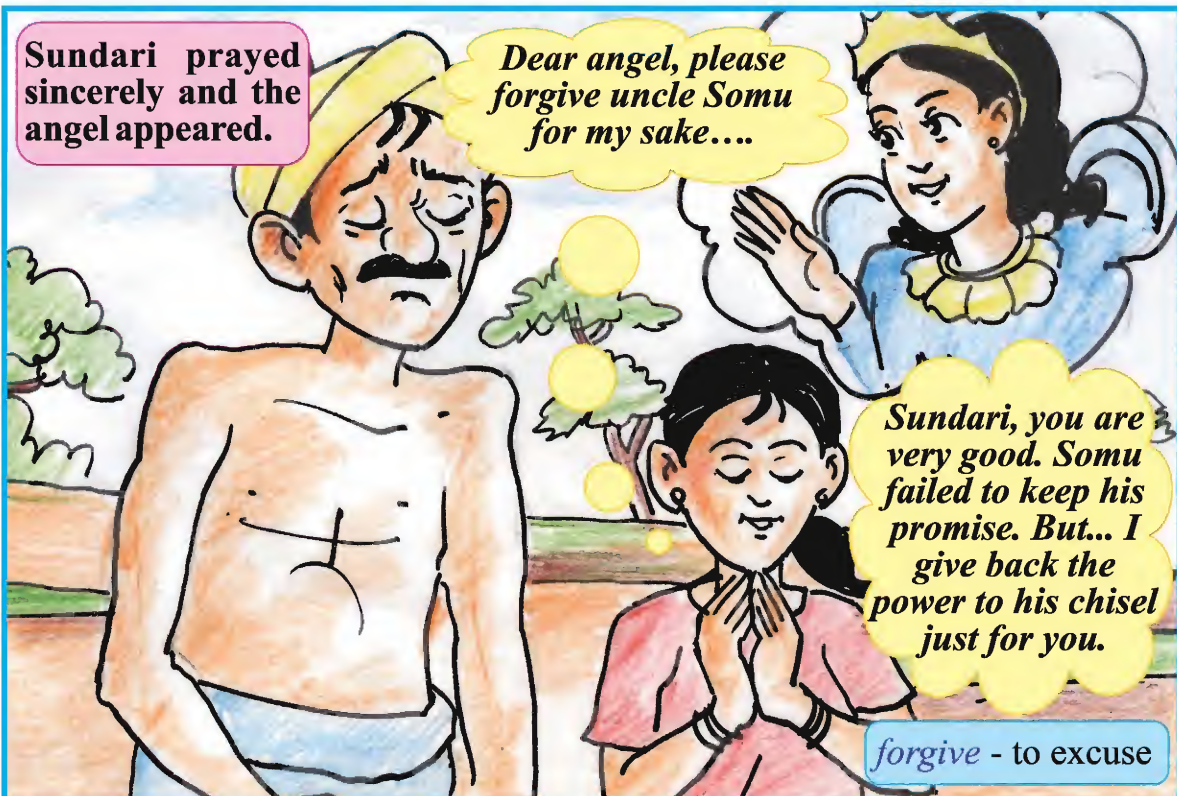
*Oh, don't feel bad. I will pray to the angel.*



Sundari prayed sincerely and the angel appeared.

*Dear angel, please forgive uncle Somu for my sake....*

*Sundari, you are very good. Somu failed to keep his promise. But... I give back the power to his chisel just for you.*



*forgive - to excuse*



Somu was ashamed and fell at the feet of the angel. Sundari joined him.

Get up  
Somu.  
Never be  
greedy.

Please,  
forgive me.  
Please,  
forgive me.

I am very sorry.  
I have learnt a  
lesson.

The angel gave Sundari the same doll which Somu gave to the princess.

reward - prize

Thank you,  
sweet Angel.

Sundari, here is the  
reward for your kind  
heart and good  
nature. This doll will  
grant all your wishes.





## LET US FIND OUT:

### I. Answer the following questions in complete sentences:-

1. Where did Somu live?
2. Who appeared in his dream?
3. What did the fairy give him?
4. What is the power of the chisel?
5. What did Somu promise to give Sundari on her birthday?
6. Who visited Somu's shop?

### II. Choose the correct answer:-

1. *The condition of the angel was not to be* \_\_\_\_\_.  
a) happy   b) honest   c) greedy
2. *Who was more generous in the story, The Magic Chisel?*  
a) The princess   b) The angel   c) Sundari
3. *The story tells us that the angels help* \_\_\_\_\_.  
a) Skillful carpenter   b) Princess   c) a kind hearted person

### III. Choose your helpers:-

You are building a house. Here are some persons. Whom do you need? Circle them.



painter



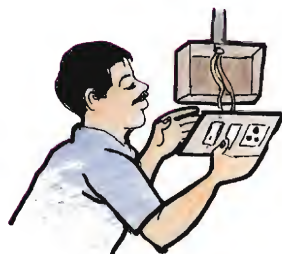
carpenter



tailor



postman



electrician



policeman



mason



## LET US LISTEN AND LEARN:

1. Listen to the rhyme that your teacher reads and repeat after her:-

### Squirrels

Five little squirrels sitting in a tree,  
 The first one said, "***What do I see?***"  
 The second one said, "***Some nuts on the ground.***"  
 The third one said, "***Those nuts are found.***"  
 The fourth one said, "***I'll race you there.***"  
 The fifth one said, "***Alright, that's fair.***"  
 So they shook their tails and ran with glee.  
 To the nuts that lay at the foot of the tree.



- ⇒ Divide yourselves into groups of five and take the role of each squirrel. Practice saying what the squirrels said.



## LET US SPEAK OUR THOUGHTS:

Read the words in italics:-

***Thank you, Please*** and ***Sorry*** are the words that add sweetness to our speech.

**The magical words:-** (*Circle the magic words*)

*The carpenter said, "Thank you, angel."*

*Sundari said, "Please forgive Somu uncle."*

*Somu said, "Sorry! I can't keep my promise."*



1. What will you say when some one gives you a place to sit?
2. How will you request your friend to lend you her/his pencil?
3. Imagine that you have misplaced your friend's notebook. How would you tell it to him/her?

## LET US READ ALOUD AND ENJOY:



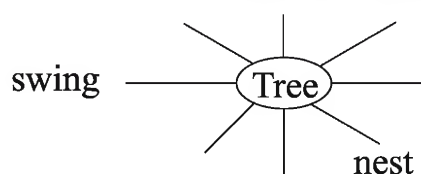
|       |      |        |        |           |
|-------|------|--------|--------|-----------|
| gift  | king | dream  | greedy | fragrance |
| swift | ring | scream | speedy | entrance  |
| lift  | sing | cream  | needy  | occurence |



- Read the picture and complete the following tasks.



1. Write the *naming words* in the picture. (Nouns)
2. Write three *action words*. (Verbs)
3. Write three *describing words*. (Adjectives)
4. Write three sentences about the picture using *in, on, under* and *between*. (Preposition)
5. Write the names of five things that are not in the picture.
6. Look at the tree in the picture and write the words related to a tree in the web given below.



7. Write three sentences about what you see in the picture.
8. Guess    a) What did they do before coming here?  
              b) What will they do after going home?
9. Frame questions with Where, What, Which, How many, Who and Why?

## FUNCTIONAL GRAMMAR

### I. Past and Present

The teacher divides the class into two groups. The children in group A tell a sentence in *Present tense*. The children in group B tell the same sentence in *Past tense*.

e.g: **A Student from Group A :** We play cricket on all holidays.  
**A Student from Group B :** We played cricket last Sunday.

### II. Choose the correct describing word (Adjective) for the picture:-

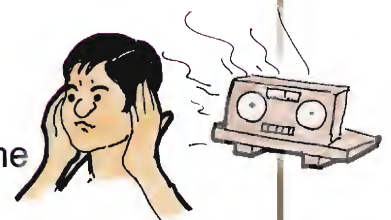
1)

- ☐ cold
- ☐ hungry
- ☐ warm



2)

- ☐ noisy
- ☐ handsome
- ☐ bad



3)

- ☐ fast
- ☐ slow
- ☐ sluggish



4)

- ☐ sleepy
- ☐ fat
- ☐ far



5)

- ☐ lazy
- ☐ sick
- ☐ full

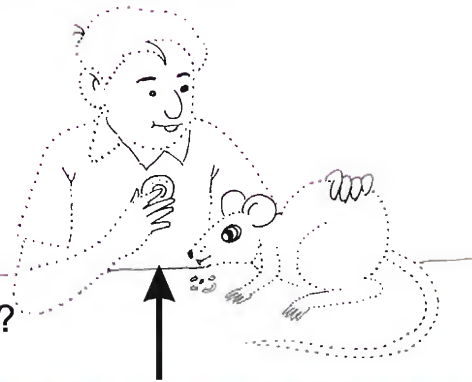




**III. Fill in the rhyme with suitable articles: ( a, an, the)**

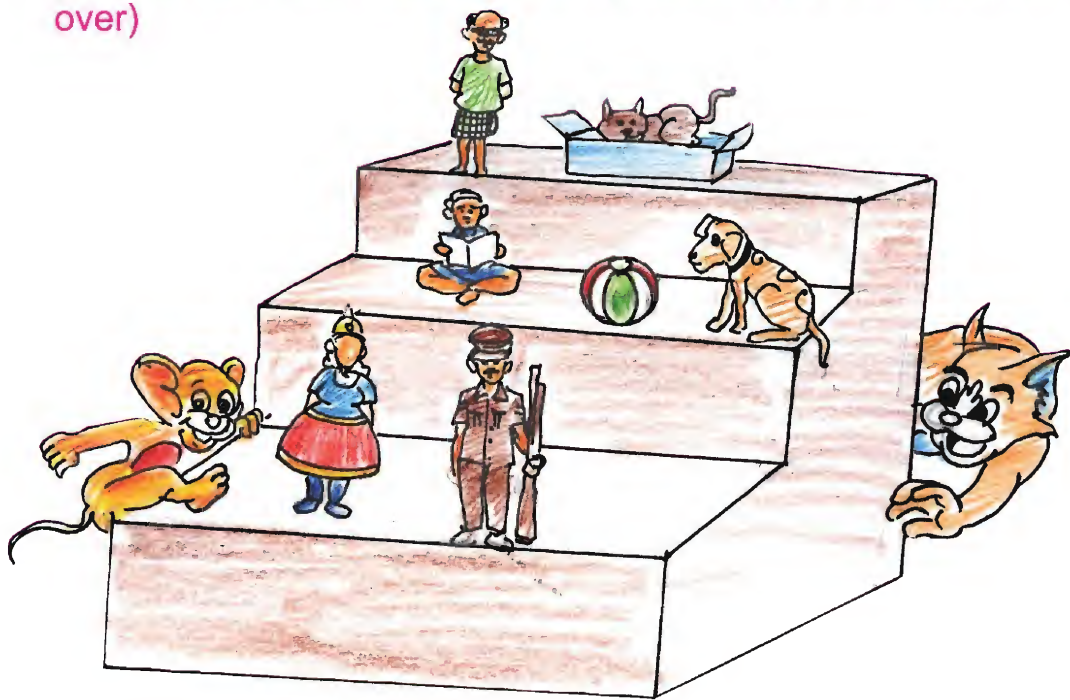
**INVISIBLE BOY**

Here we see \_\_\_\_ invisible boy  
In his lovely invisible house,  
Feeding \_\_\_\_ piece of invisible cheese  
To \_\_\_\_ small, little invisible mouse.  
Oh! What \_\_\_\_ beautiful picture to see! —  
Will you draw \_\_\_\_ invisible picture for me?



**Join the dots and make the boy visible!**









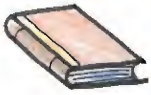

**IV. a. Fill in the blanks in the following text choosing the correct preposition from the list given: (between, in, on, inside, behind, over)**



1. Tom is \_\_\_\_\_ the wooden step.
2. The cat is \_\_\_\_\_ the box.
3. A man is standing \_\_\_\_\_ the top step.
4. The ball is \_\_\_\_\_ the dog and the boy.
5. Jerry is climbing \_\_\_\_\_ the step.
6. The rifle is held \_\_\_\_\_ the police man's hand.



**b. Game :** Your teacher will read out a sentence . Mark the correct number of the sentence in the correct box. Listen to every word carefully. See the example given.


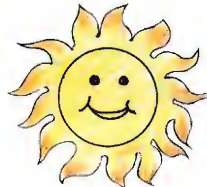


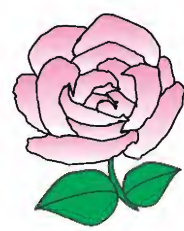


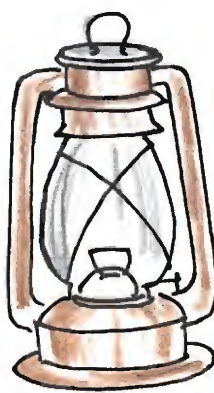
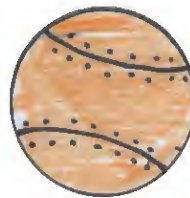

| Object  |  |  |  |  |  |  |
|---|---|---|---|--|---|---|
|    |   |   |   |  |   |   |
|   |   |   |   |  | 1   |   |
|  |   |   |   |  |   |   |
|  |   |   |   |  |   |   |

- e.g. 1. A cat is on the chair.  
 2. The book is under the chair.  
 3. A monkey is in front of the tree.  
 4. A boy is behind the tree.  
 5. The book is on the chair.  
 6. The monkey is on the table.  
 7. A monkey is on the chair.  
 8. A cat is under the chair.  
 9. The book is on the table.  
 10. The boy is in front of the tree.  
 11. The monkey is behind the tree.  
 12. The cat is under the table.  
 13. The cat is on the table.



## V. 'Can' and 'Can't'

Look at the pictures. Which of these can give light? Write “ It can ” or “ It can't ” in the space provided below the pictures:-

|  |   |  |  |   |
|--|---|--|--|---|
|   |    |   |    |    |
|  |   |  |  |   |
|  |  |  |  |  |
|  |   |  |  |   |

The full form of **can't** is '**can not**'.

## V. Write the full forms of:-

1. didn't \_\_\_\_\_
2. isn't \_\_\_\_\_
3. won't \_\_\_\_\_
4. aren't \_\_\_\_\_
5. haven't \_\_\_\_\_

## Unit 7 - Poem

### Advance Organizer

1. Look at the pictures below. What are these used for?



2. Listen to the conversation between Raju and Lakshmi. Lakshmi longs to receive a letter. Do you too?

**Raju** : Hi! Lakshmi, you look so happy today.

**Lakshmi** : Oh, Yeah! My uncle is coming today.

**Raju** : How do you know?

**Lakshmi** : We received a letter yesterday.

**Raju** : Hmm! Good, have fun.

**Lakshmi** : Will I get one?

BRING ME A LETTER!

Bring me a letter, postman!  
Bring me a letter, do!  
Tomorrow at the garden gate  
I will wait for you.

*fairy* - An imaginary  
small creature with  
powers of magic.

Bring me one from the **fairy**  
Who says she'll come to tea,  
Then I will put on my party frock,  
How lovely that will be.



And please, oh Mr. Postman  
If fairies you know none,  
Write me a letter yourself,  
And bring it, just for fun.

*Alice Todd*





### LET US DISCUSS:

1. The girl expects a letter from the **F**.....
2. The fairy will come to the **T**.....
3. She will wait at the **G**.....
4. The girl will put on her **P**.....



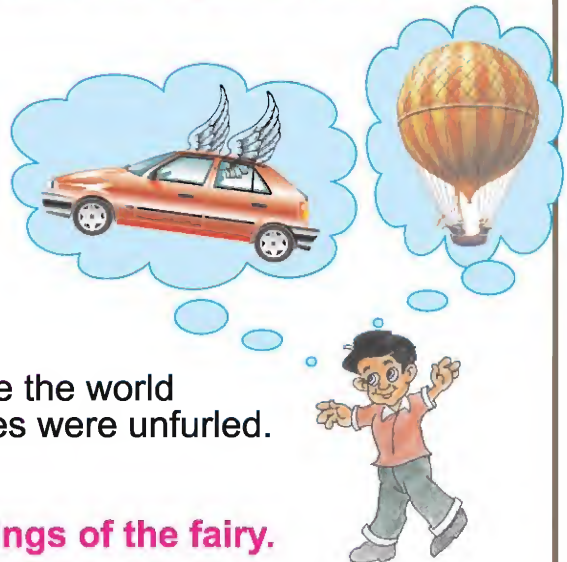
### LET US LISTEN AND LEARN:

1. Your teacher will sing a rhyme. Listen and repeat after her.

#### WISH by Joanna

If I could wish upon a star  
I wish I had a magic car  
A magic car to take me places  
A magic car to see different faces.

If I could wish upon the moon  
I wish I had a magic balloon  
A magic balloon so I could fly above the world  
A magic balloon so everybody's lives were unfurled.



2. Write the rhyming words in the wings of the fairy.

e.g.



3. Familiarize the rhyme with new words in the space provided and tap to tune:

If I could wish upon a \_\_\_\_\_, I wish I had a \_\_\_\_\_.

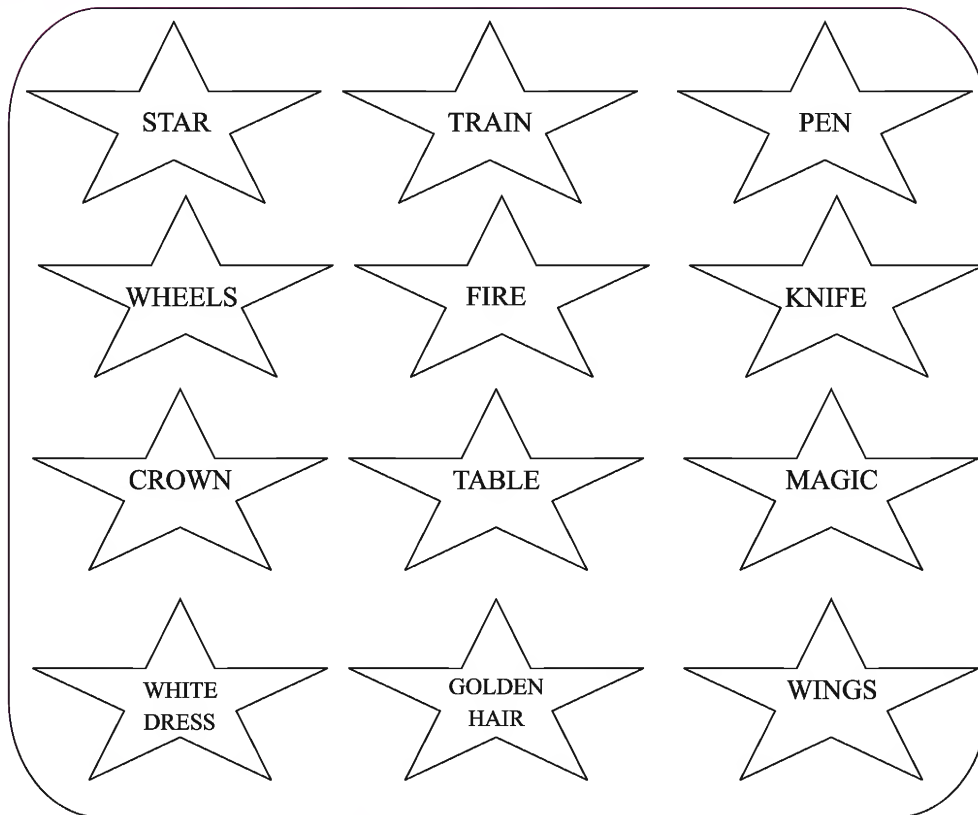
A \_\_\_\_\_ to take me places, A \_\_\_\_\_ to see different \_\_\_\_\_.

4. Insert 'oo' to the letters cl, pl, wl, tl, fd, md, gd and coin new words. An example is given for you.

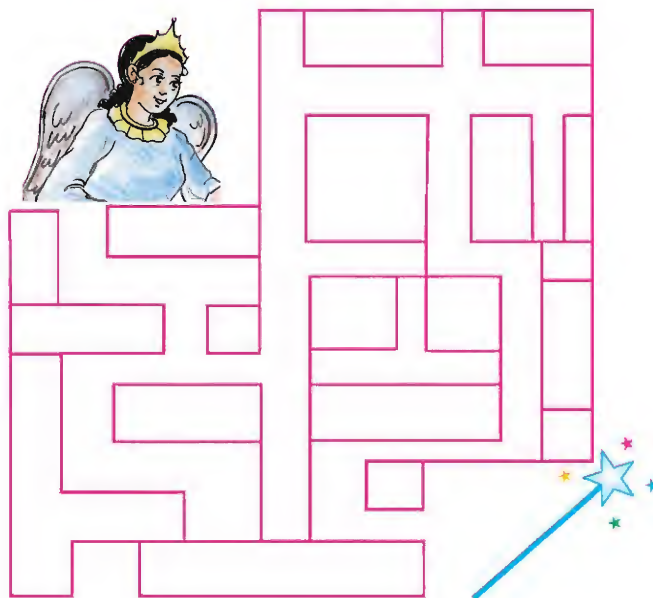


### ACTIVITY TIME:

- Read the words in the stars. Colour those that are connected with an angel.



- Help the angel to reach the magic wand.





# PICTURE DICTIONARY



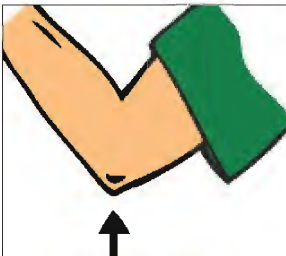
**A**lligator – a large animal like a crocodile.

**B**ee – an insect that makes honey and wax.



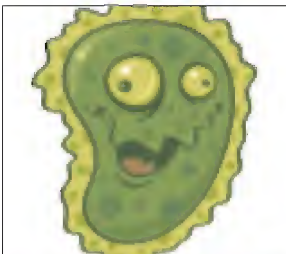
**C**ave – a large hole inside a mountain or under a ground.

**D**esert - a large area of dry land.



**E**lbow – the part in the middle of your arm where it bends.

**F**lour – powder from rice or grain.



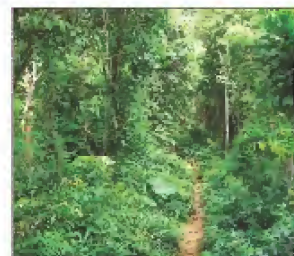
**G**erm – a very tiny living thing that causes illness.

**H**atch - to be born by coming out of an egg.



**I**sland – a piece of land with water around it.

**J**ungle – a thick forest in a hot country.



**K**ennel – a shelter out door for dogs.

**L**adder – a wooden or metal frame with step used for climbing up or down.





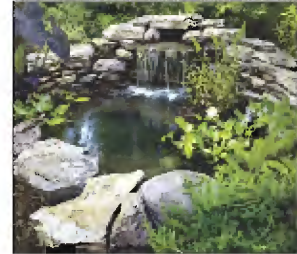
**M**eal – the food that you eat at breakfast, lunch or supper.

**N**est – a home of a bird.



**O**rchard – a fruit garden.

**P**ond – a small lake.



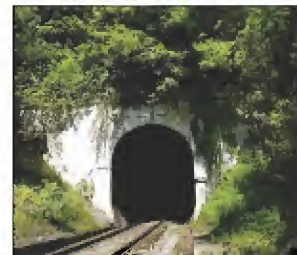
**Q**uarry – a place where sand stone or gravel is cut out of the ground.

**R**eptile – an animal that creeps or crawls.



**S**apling – a young tree.

**T**unnel – an underground passage made through a mountain.



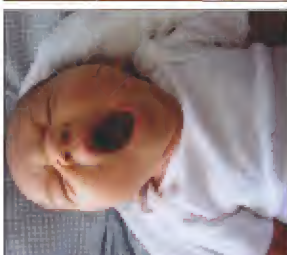
**U**tensil – vessels used in the kitchen.

**V**ase – pot to keep flowers.



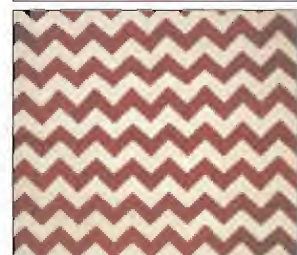
**W**EEP – to show you are unhappy by crying.

**X**ylophone – a musical instrument.



**Y**awn – to open your mouth widely.

**Z**ig zag – a line with a sharp turn like 'Z'.







## Acknowledgement

**We acknowledge the following web sites and publishers for the use of various poems in this text book.**

- 🏆voicenet.com
  - 🏆netpoets.com
  - 🏆poemsaplenty.com
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  - 🏆Pitara Kids Network-pitara.com
  - 🏆Classic Poems for Children
  - 🏆U.M.A Publications, Kuala Lumpur
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